There are **2** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/7/2021 8:55:11 AM	Skuratowicz, Adam	Status changed to 'Draft Started'.	S
	6/23/2021 12:32:20 AM	System	Status changed to 'Not Started'.	S

Create Comment

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - History Log

Go To

Create Comment

Comment	Check Spelling 0 of 4000 characters
Send Email to CCIP Contacts	☐

Allocations

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Allocations

	(1) I	(2) I-Neg	(3) I-D Del	(4) I-C Mig	(5) T1-SSI	(6) EOEC	(7) II-A SEI	(8) III LEIL	(9) III Imm	(10) IV-A	(11) V-B Rur	(12) IDEA-B	(13) ECSE	(14) SW Pool	Total
Original	100,001.00	50,000.00	10,000.00	50,000.00	60,000.00	50,000.00	50,000.00	50,000.00	50,000.00	60,000.00	50,000.00	887.44	346.35	0.00	581,234.79
Incoming Carryover	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Outgoing Carryover	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Reallocated	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Additional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Released	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Consortium	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Forfeited	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FER Released	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MOE Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	100,001.00	50,000.00	10,000.00	50,000.00	60,000.00	50,000.00	50,000.00	50,000.00	50,000.00	60,000.00	50,000.00	887.44	346.35	0.00	581,234.79

	(1) I	(2) I-Neg	(3) I-D Del	(4) I-C Mig	(5) T1-SSI	(6) EOEC	(7) II-A SEI	(8) III LEIL	(9) III Imm	(10) IV-A	(11) V-B Rur	(12) IDEA-B	(13) ECSE	(14) SW Pool	Total
From I	0.00													0.00	0.00
From I-Neg		0.00												0.00	0.00
From I-D Del			0.00											0.00	0.00
From I-C Mig				0.00										0.00	0.00
From T1-SSI					0.00									0.00	0.00
From EOEC						0.00									0.00
From II-A SEI	0.00		0.00	0.00			0.00	0.00	0.00	0.00	0.00			0.00	0.00
From III LEIL								0.00						0.00	0.00
From III Imm									0.00					0.00	0.00
From IV-A	0.00		0.00	0.00			0.00	0.00	0.00	0.00	0.00			0.00	0.00
From V-B Rur											0.00			0.00	0.00
From IDEA-B												0.00		0.00	0.00
From ECSE													0.00	0.00	0.00
From SW Pool														0.00	0.00
Total	100,001.00	50,000.00	10,000.00	50,000.00	60,000.00	50,000.00	50,000.00	50,000.00	50,000.00	60,000.00	50,000.00	887.44	346.35	0.00	581,234.79

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

U.S.A.S. Fund #: 572

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	1.00	0.00	0.00	0.00	0.00	0.00	1.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	1.00	0.00	0.00	0.00	0.00	0.00	1.00
						Adjusted Allocation	100,001.00
						Remaining	100,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

FTEs Paid With Title I Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers/Tutors	Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Specify Governance/Administration FTE
Family/Community	Specify Family/Community FTE
Professional Development	Specify Professional Development FTE
Nonpublic: Properly Licensed Teachers/Tutors	Nonpublic: ESEA Qualified Instructional Paraprofessionals

Public Uses of Funds:

Core Areas

☐ Reading/Language Arts	☐ Math
☐ Other Academic Supports	☐ Non-Academic Supports

Grade Grouping Served

☐ Preschool	☐ Elementary
☐ Kindergarten	☐ Secondary (7-12)

Delivery Methods EB Clearinghouse

☐ Preschool	☐ Replacement Class (Targeted Buildings Only - Not recommended. See Help.)
☐ Supplemental Kindergarten	☐ Computer Assisted Instruction
☐ Pullout Program	☐ In Class
☐ Teacher Mentoring Coaching	☐ Reduced Class Size* (Schoolwide Buildings Only)
☐ Co-Teaching/Team Teaching	☐ English Language Instruction

☐ Expanded School Day â€“ Before/After School Program	☐ Expanded School Year â€“ Summer Program
☐ Gifted Service (Schoolwide buildings only)	☐ Enriched Curriculum
☐ Counseling	☐ School-Based Mental Health Services
☐ Behavior Interventions	☐ Other non-academic Supports
☐ Dual or Concurrent Enrollment (Title I served HS only)	☐ Transition Services for Neglected or Delinquent Students
☐ Career Technical Education (Schoolwide Only)	☐ Other (specify)

*Please refer to Class Size Reduction (CSR) Flow-Chart in Document Library to determine if district is eligible to do CSR.

Average Daily Number Participants Served in Targeted Assistance Service Buildings

0 Total Number of Participants Served for SW Buildings

If selecting Preschool as a Delivery Method, please describe the program design.

If selecting Non-academic supports as a Delivery Method, please describe the services provided with alignment to the Improvement Plan. Please include the needs of the students/school that each of the non-academic support will address.

Please briefly state one improvement strategy (in 1-4 words) that addresses the needs of students who are most at-risk of not meeting the state's challenging academic standards that is funded using Title I funds. (Optional: This activity will allow ODE to determine what strategies are most used by organizations in Ohio so that ODE can determine additional supports needed for Evidence-Based Clearinghouse and development of Comprehensive Improvement Plans for EdSteps.) Examples: Co-Teaching, Pull-Out Reading Time, Reading Recovery, LLI.

Nonpublic:

Core Areas

☐ Reading/Language Arts	☐ Math
☐ Other Academic Supports	☐ Non-Academic Supports

Grade Grouping Served

☐ Preschool	☐ Elementary
☐ Kindergarten	☐ Secondary (7-12)

Delivery Methods EB Clearinghouse

☐ Before/After School	☐ Pullout Program
☐ In Class (nonreligious schools only)	☐ Computer Assisted Instruction
☐ Teacher Professional Development	☐ Non Academic Supports

If selecting Non-academic supports as a Delivery Method for a nonpublic school, please describe the services provided with alignment to the Improvement Plan. Please include the needs of the students/school that each of the non-academic support will address.

Average Daily Number Participants Served

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	ESEA Qualified Instructional Paraprofessional
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Support Services Purchased Services

Title I Coordinator (See Help)	Counseling/Guidance
Coach	Library/Media Services
Equipment/Hardware	Software/License
Instructional/Library Materials	Title I Secretary
Data Services	Health/Social Worker
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Governance Purchased Services

Program Director	Audit costs for Title I only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Professional Development Purchased Services	
College Credits (HQT)	Consultant
Coach	Substitute Teachers*
Coach for Non Public	Training/Software/Licenses
Travel Mileage/Meeting Expense	Stipends*
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

*Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. Teacher stipends for teachers and substitutes employed directly by the district must be budgeted in PD Salary (100) and Fringes (200).

Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Transportation Purchased Services	
After School/Summer School Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services : Description	

Nonpublic Purchased Services	
Third Party Provider	Name of Third Party Provider:
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Supplies and Capital Outlay - The recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. - Briefly describe purchases in Supplies (500) and Capital Outlay (600)), including PD, Family/Community and Nonpublic purchases.

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Head Start Compliance

☐ The district certifies that it complies with the performance standards found section 641A(a) of the Head Start Act if using Title I, Part A funds to support a preschool program.

Building Eligibility

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

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 (2022) based on the October MR81 report. These data fields are editable, so adjustments can be made if needed. (Building Eligibility Guidance)

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	Eligibility Factor	Recalculated % of Low Income	Recalculation # of Low Income	Service	School Label	Gap Closing
				Number	Percent									
Page 1														
037366	Middle Bass Elementary School	K-3,P	50	5	10.00 %		☑	☐				None		
Totals:			50	5	10.00 %									

Please upload documents supporting changes made to building eligibility page, feeder pattern, and or composite score calculations. For previously served, enter prior year low-income. For rounding, feeder pattern, or composite score enter recalculated amount. If using composite score, must be applied to all buildings. Feeder pattern is only available for secondary schools. Supporting documents should not provide student identifiable information such as name, social security number, student IDâ€™s, etc. Systems generated summary reports by buildings, grade levels with enrollment and poverty level are recommended.
Upload Documents

Set Asides - 100% Rule

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Set Asides	Amount
Nonpublic	0.00
Nonpublic Parent Engagement (1% of the above Nonpublic amount if the public district award is $500,000 or more)	0.00
Administrative (recommended 5% or less)	
Preschool	
Parent Engagement (minimum should be at or above 1% of the allocation if the award is $500,000 or more)	
Transportation	
Homeless (Homeless Student Count from EMIS = 0) (for source, see help)	
Salary Differential	
Title I Foster Care	
Other	
Other	
Total Set Aside	$ 0.00

Allocation Amounts		Amount
Total Title I Adjusted Allocation		100,001.00
Carryover/Additional Funds to be available for PPA (optional)	+	
Total Allocation Amount	$	100,001.00

Building Allocations		Amount
Total Allocation Amount		100,001.00
Total Set Aside	-	0.00
Total available for building allocations	$	100,001.00

Per Pupil Amount (PPA)		Amount
One or more buildings served.		
Difference Remaining		100,001.00
Total Number of Low-Income Students in Served Buildings (including Recalc's)	Ã·	0
100% Factor	x	1.00
PPA	$	0.00

Set Asides Rationale

Provide an explanation for how the district plans to utilize Title I Homeless set aside funds to meet the academic and non academic needs of the homeless population as indicated in EMIS count. If the district has other resources to meet the needs please indicate those resources.

If the district is setting aside for Foster Care, please describe how the district will use Title I funds to support students in foster care.

Please upload the Title I District Managed Initiatives Request Form supporting the districts need to budget more than 30% of its funds for building programs at the district level. Form can be located in the Document Library-Consolidated Funding Application â€“ Title I-A â€“ Forms.
Upload Documents

School Allocation - PPA List - 100% Rule

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

School/Attendance Area Allocation

Per Pupil Amount (PPA) $ 0.00

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
	Total Low Income	0		**Total Allocations**	0.00
				Remaining	100,001.00

Nonpublic School Service

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

No In-district nonpublic school data exists.

No Out-of-district nonpublic school data exists.

[Download Nonpublic Data]

In-district and Out-of-district Nonpublic Service Grand Total	**$0.00**

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Schoolwide Waiver Requests

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

The following buildings have applied for a waiver to become 'Schoolwide-Waiver' and have selected 'Schoolwide-Waiver' as their Title I Service Type.

To be eligible for the waiver, schools must identify the specific area from the schoolâ€™s report card that will be addressed by changing to a SW Waiver Building. .

In the space below, please explain how each building will meet the following schoolwide criteria: 1) Explain the report card measure selected and why this measure was chosen. 2) Explain the expected impact for this measure. 3) Describe the timeline and how the school will monitor progress toward the selected outcome. 4) Describe what activities the school will implement that would be different from what the school is currently able to provide in the building.

US Department of Education guidance can be found here: https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

ODE Updated Guidance and FAQs: Hyperlink here.

ESSA Section 1118(b): Supplement, Not Supplant

A State educational agency or local educational agency (LEA) shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.

The districts selected written methodology must be available upon request by ODE and/or auditors.

Example Methodologies for Equitable Distribution of Non-Federal Funds (Select One):

☐ Distribution of non-Federal resources based on characteristics of students (This form of equitable distribution is generally referred to as a "weighted per pupil" funding formula.)

☐ Distribution of non-Federal resources based on staffing and supplies

☐ The District had developed its own methodology that demonstrates the distribution of state and local funds are neutral of a schoolâ€™s Title I status.

N/A The district is not required to develop a methodology for supplement, not supplant because it has: (select item that applies)

☐ One school;

☐ Only Title I schools; or

☐ A grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span)

For more detailed information on Supplement, Not Supplant regulations, please click here.

Upload/View documents

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-A Improving Basic Programs

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:	
Upload read-only documents:	Browse...

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Upload Cancel

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Neglected

U.S.A.S. Fund #: 572

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Neglected

FTEs Paid With Title I - D Funds (direct and/or contract service)

Instruction: Highly Qualified Teachers/Tutors	Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-instructional	Specify Support Services Non-instructional FTE
Governance/Administration	Transition Coordinator
Other	Specify Other FTE

Use of Title I-D Funds - check one or more

- ☐ Education programs to prepare youth to complete high school, enter training or employment programs, or further their education
- ☐ Transition services: from correctional program in an institution to further education or employment
- ☐ Dropout prevention: for youth returning from correctional facilities
- ☐ Dropout prevention: for at-risk children and youth
- ☐ Coordination of health and social services for at-risk children and youth
- ☐ Special programs for at-risk youth, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship, and assistance in securing student loans or grants for postsecondary education
- ☐ Mentoring or peer mediation programs

Program Areas

☐ Reading/Language Arts	☐ Math
☐ Programs of Support - Part D SEC.1422(b) (LEA requirement in certain circumstances - includes transition services to prevent dropping out - see Help Screen)	☐ Other

Grade Grouping Served

☐ Elementary	☐ Secondary

☐ Other	

Delivery Methods

☐ Computer Assisted Instruction	☐ Extended Learning
☐ In Class	☐ Teacher Mentoring Coaching
☐ Pullout	☐ Other

Average Daily Number Participants Served:

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
Highly Qualified Teachers/Tutors	ESEA Qualified Instructional Paraprofessionals
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services : Description	

Support Services Purchased Services	
Mental Health Services	Counseling/Guidance
Library/Media Services	Software/License
Equipment/Hardware	Day Care
Instructional/Library Materials	Transition Services
Progress Monitoring	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Family Community Purchased Services	
Parenting Skills Training	Family Transitioning Training

Family Liaison	Parent Involvement Materials
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Transportation Purchased Services	
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

District/Institution Agreement Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Neglected

Upload the Signed Contract Between the District and Institution for the upcoming school year.
Upload Documents

District Contact

Name | Phone | Email

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Neglected

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Upload/View documents

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Neglected

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:	
Upload read-only documents:	Browse...

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Upload Cancel

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Delinquent

U.S.A.S. Fund #: 572

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	10,000.00
						Remaining	10,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Delinquent

FTEs Paid With Title I - D Funds (direct and/or contract service)

Instruction: Highly Qualified Teachers/Tutors	Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-instructional	Specify Support Services Non-instructional FTE
Governance/Administration	Transition Coordinator
Other	Specify Other FTE

Use of Title I-D Funds - check one or more

- ☐ Education programs to prepare youth to complete high school, enter training or employment programs, or further their education
- ☐ Transition services: from correctional program in an institution to further education or employment
- ☐ Dropout prevention: for youth returning from correctional facilities
- ☐ Dropout prevention: for at-risk children and youth
- ☐ Coordination of health and social services for at-risk children and youth
- ☐ Special programs for at-risk youth, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship, and assistance in securing student loans or grants for postsecondary education
- ☐ Mentoring or peer mediation programs

Program Areas

☐ Reading/Language Arts	☐ Math
☐ Programs of Support - Part D SEC.1422(b) (LEA requirement in certain circumstances - includes transition services to prevent dropping out - see Help Screen)	☐ Other

Grade Grouping Served

☐ Elementary	☐ Secondary

☐ Other	

Delivery Methods

☐ Computer Assisted Instruction	☐ Extended Learning
☐ In Class	☐ Teacher Mentoring Coaching
☐ Pullout	☐ Other

Average Daily Number Participants Served:

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
Highly Qualified Teachers/Tutors	ESEA Qualified Instructional Paraprofessionals
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Support Services Purchased Services	
Mental Health Services	Counseling/Guidance
Library/Media Services	Software/License
Equipment/Hardware	Day Care
Instructional/Library Materials	Transition Services
Progress Monitoring	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Family Community Purchased Services	
Parenting Skills Training	Family Transitioning Training

Family Liaison	Parent Involvement Materials
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

District/Institution Agreement Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Delinquent

Upload the Signed Contract Between the District and Institution for the upcoming school year.
Upload Documents

District Contact

Name | Phone | Email

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Delinquent

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Upload/View documents

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-D Delinquent

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:	
Upload read-only documents:	Browse...

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Upload Cancel

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-C Migrant

U.S.A.S. Fund #: 505

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-C Migrant

Needs Assessment Summer Program	
Projected Number of Staff	Projected Number of FTEs
Projected Enrollment	

Needs Assessment Fall Program	
Projected Number of Staff	Projected Number of FTEs
Projected Enrollment	

Core Areas - (Check at least one)	
☐ Reading/Language Arts	☐ Math
☐ Credit Recovery/Credit Accrual	

Grade Grouping Served - (Check at least one)	
☐ Preschool	☐ Elementary 1-6
☐ Kindergarten	☐ Secondary 7-12 (out of school youth)

Type of Program - (Check at least one)	
☐ Summer	☐ Fall
☐ Spring	

Timeline - Enter program implementation timeline (start and end dates) for the fiscal year:
Summer Dates:
Fall Dates:
Spring Dates:

Assurances

Conflict of Interest EDGAR 80.36 [O.R.C. 102.03 (D), O.R.C. 102.3 (E), O.R.C. 102.03(F)]

☐ The LEA has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
Highly Qualified Teachers/Tutors	ESEA Qualified Instructional Paraprofessionals
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Support Services Purchased Services	
Clerical Services	Non-Instructional Paraprofessionals
Data Services	Support Service Recruiter
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Home/School Liaison	

Professional Development Purchased Services	
MEP training for school personnel	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense

Facilities

Explain how funds budgeted on Facilities budget line are used.

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Explain the needs of the Migrant students (preschool to youth) and expected outcomes for these students.

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title I-C Migrant

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

U.S.A.S. Fund #: 536

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	60,000.00
						Remaining	60,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

Title I Non-Competitive, Supplemental School Improvement funds are distributed to Priority, Focus and Warning schools in Ohio via formula. These funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the needs of identified schools.

Allowable Activities: Budgeted activities must align with Building Needs Assessment

Direct Student Services: Only for supplemental learning that does NOT replace core instruction

- ☐ Teachers or tutors for supplemental instruction outside of core academic periods
- ☐ Instructional paraprofessionals for supplemental instruction outside of core academic periods
- ☐ Other: Explain

Support Services

- ☐ Data Coach/Coaches
- ☐ Academic Coach/Coaches
- ☐ Data Analysis Services
- ☐ Counselor or Social Worker for SEL or Trauma-Informed Care
- ☐ Other: Explain

High-Quality Professional Development

- ☐ Professional Development Coaches
- ☐ Training Materials including Software and Licenses
- ☐ Substitute Teachers to Allow for Professional Development
- ☐ Travel Mileage/Meeting Expenses to Allow for Professional Development
- ☐ Stipend(s) for Professional Development
- ☐ Other: Explain

Family and Community: Describe how these activities will be sustainable and how staff will be involved in the training. Explain how this will

increase the capacity of staff to engage with the families of students.

- ☐ Parenting Skills Training
- ☐ Family Literacy Training
- ☐ Family Community Resource Coordinators
- ☐ Other: Explain

Supplies and Capital Outlay - The maximum recommended amount is 30% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

FTEs Paid With Title-I Non-competitive, Supplemental School Improvement Funds (direct and/or contract service)

Teachers, tutors or instructional paraprofessionals for Supplemental Learning that support and do not replace core instruction: such as before school, after school or summer programs, or for supplemental courses or periods within the school day	Describe Title/Position:
Support Services, such as a counselor or social worker for Social Emotional Learning (SEL) or Trauma-Informed care	Describe Title/Position:
Academic/Data Coach	Describe Title/Position:
Professional Development	Describe Title/Position:
Family and Community	Describe Title/Position:

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	Instructional materials
ESEA Qualified Instructional Paraprofessional	Equipment/Hardware

Software/License	Other Purchased Services

Support Services Purchased Services	
Counselor	Data or Academic Coach
Data Analysis	Social Worker
Other Purchased Services	

Professional Development Purchased Services	
Stipends	PD Coach
Consultant	Substitute Teachers (to allow for professional development)
Training Materials (Software/Licenses)	Travel Mileage/Meeting Expense (to allow for professional development)
Other Purchased Services	

Family Community Purchased Services	
Sustained Parenting Skills Training	Sustained Family Literacy Training
Resource Coordinator	Other Purchased Services

Family/Community:

Describe how the Family/Community activities will be sustainable and how staff was involved in the training. Explain how this will build the capacity of staff to engage with the families of students they serve.

Assurances

Districts and schools relinquish the rights to Title-I Non-Competitive, Supplemental School Improvement funds for the remainder of the fiscal year for failing to meet these assurances. The district or community school must assure it will:

- Spend allocated funds at the appropriate school and on allowable expenses at that school;
- Implement the Ohio Improvement Process (OIP);

- Complete the CCIP Building Planning Tool School Improvement Components and, if applicable, the Title I Schoolwide Components;
- Align Title I Non-Competitive, Supplemental School Improvement fund expenditures to the Building Needs Assessment;
- Ensure only evidence-based practices and properly licensed providers are used to support the action steps and strategies in the buildin's school improvement plan;
- Ensure the providers have access to district- and building-level data as requested by the service provider and to teachers and other district/school personnel as needed;
- Expend funds in accordance with the school improvement components of the building plan and required interventions;
- Ensure Title I Non-Competitive, Supplemental School Improvement funds are used to build the capacity of the building staff and community to address identified needs and, if used for direct student services, the providers are properly licensed; and
- Understand Title I Non-Competitive, Supplemental School Improvement funds may be denied and/or the state may request the district reimburse the Title I Non-Competitive, Supplemental School Improvement funds for failing to meet the assurances.

☐ I certify that I have read these assurances and will operate the Title I Non-Competitive, Supplemental School Improvement grant in accordance with program requirements under SEC. 1003 School Improvement ESEA. I have been authorized by the local educational agency / community school to certify these assurances and to apply for funds on its behalf.

School Allocations

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

IRN	School Name	School Label	Allocation Amount

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title-I Non-competitive, Supplemental School Improvement

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

U.S.A.S. Fund #: 590

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00				0.00
Governance/Admin	0.00	0.00	0.00	0.00		0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

ESEA Title II â€“ Sec 2001. The purpose of this grant is to -

(1) Increase student achievement consistent with the challenging State academic standards;

(2) Improve the quality and effectiveness of teachers, principals, and other school leaders;

(3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

FTEs Paid With Title II-A Funds Instruction (Class Size Reduction)

Properly Licensed Teachers

Properly Licensed Special Education Teachers (must meet specific criteria)

☐ LEA meets the State Operating Standard 3301-35-05 (A)(3): required teacher/student ratios for class size (at least one full-time equivalent teacher to 25 students for both grades K-4 and K-12 district-wide) before supplementing with federal funds. Note: The district must also maintain the same level of effort with state and local funds before being able to supplement with federal funds, even if the district ratio is less than 25:1

Enter grade level(s) and school(s) where Class Size Reduction Teacher(s) is(are) placed

☐ Ensure that there is a class size reduction related strategy identified in the **CCIP planning** side that describes the **evidence-based** programs and data to support using Title II-A to meet the needs of low performing students and how this will improve equitable access to effective teachers, and how the grade level and subject areas were determined to implement **CSR.**

FTEs Paid with Title IIA Funds:

Professional Development Coach PUBLIC: Coach FTEs paid with Title II-A Funds (Salary/Fringes)

Professional Development Coach NONPUBLIC Coach FTEs paid with Title II-A Funds (Salary/Fringes)

Gov./Admin. *5% FTEs paid with Title II-A Funds (Salary) *limit for Federal Funds without prior approval.

Substitutes for Professional Development and Stipends (*Public Districts only for substitutes)

Dollar Amount for Professional Development Salaries/Fringes for Substitutes and Stipends for PD. *Public Districts only for substitutes.

Professional Development Plan: (Required)

Describe the professional development the district plans on providing to support the needs of teachers and principals to address achievement gaps; provide student data, teacher survey input; effective teacher data and any other data to meet equity requirements used to create PD plan. If you are using other types of professional development please provide data to support your selection. **Be sure to include the professional development need of teachers in participating nonpublic schools.**

Allowable Activities Evidence Based Clearinghouse - (Check at least one of the following)

P=Public, NP=Nonpublic

☐ P		Reduce class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers.
☐ P	☐ NP	Providing high-quality, personalized, sustained and job embedded professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders focused on improving teaching.
☐ P	☐ NP	Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards.
☐ P	☐ NP	Providing programs and activities to increase the knowledge of teachers, paraprofessionals, principals or other school leaders on early literacy instruction, preschool programs and meeting the needs of students through age 8.
☐ P	☐ NP	Providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.
☐ P	☐ NP	Providing training to support the identification of gifted and talented students, including high-ability students not formally identified for gifted education services, and implementing instructional practices that support the education of such students.
☐ P	☐ NP	Providing training, TA and capacity-building in LEAs to assist teachers, principals or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments and using such data to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data.
☐ P	☐ NP	Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, transition to post-secondary education, career and technical education and work-based learning.
☐ P	☐ NP	Carrying out in-service training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

☐ P	☐ NP	Supporting the instructional services provided by effective school library programs. *Supports must be consistent with Title IIA Intent and Purpose â€“ Building Capacity of Staff through PD activities. Not to be used towards salaries of library staff unless staff is participating in PD activity.
☐ P	☐ NP	Providing training for all school personnel regarding how to prevent and recognize child sexual abuse.
☐ P	☐ NP	Carrying out other activities using evidence-based professional learning models to the extent the state determines that such evidence is reasonably available.
☐ P	☐ NP	Develop or improve a rigorous, transparent and fair evaluation and support system for teacher, principals or other school leaders.
☐ P	☐ NP	Initiatives to recruit, hire and retain effective teachers and principals within schools with a high percentage of ineffective teachers.
☐ P	☐ NP	Recruitment and retention of qualified individuals from other fields to become teachers, principals or other school leaders.
☐ P	☐ NP	Developing and providing comprehensive systems of support to help train, recruit and retain teachers, in the fields of science, technology, engineering and mathematics, including computer science.
☐ P	☐ NP	Providing HQPD to effectively engage parents, families and community partners and coordinate services between school and community.
☐ P	☐ NP	Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions.

Title II-A Strategy Statement (Optional)

Please briefly state one improvement strategy (in 1-4 words) that addresses supporting and building the capacity of the district's staff to improve student achievement, improve the quality of instruction and to provide greater access to effective teachers funded using Title II-A funds. (Optional question: This response will allow ODE to determine what strategies are used by organizations in Ohio so that ODE can determine additional items needed in the Evidence-Based Clearinghouse and for the development of Comprehensive Improvement Plans for ED STEPS.) *Examples: LLI Training, Mentoring, SEL PD, Project-Based Learning.*

Purchased Services - Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
Properly Licensed Teachers	

Governance Purchased Services	

Program Director	Audit costs for Title II-A programs only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits	Consultant
Coach (certified in content area)	Substitute Teachers (contracted)
Training/Software/Licenses	Travel Mileage/Meeting Expense
Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Nonpublic Purchased Services	
College Credits	Consultant
Stipends	Training/Software
Travel Mileage/Meeting Expense	Coach (certified in content area)
FTE for Coach	Third Party Provider
Name of Third Party Provider:	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	**5% of budget cell = $0.00**

NOTE: Public School Districts with nonpublic schools located in their boundaries (in-district nonpublics) must complete this section.

Calculation of Nonpublic School Service Amount:

Number of Students	
Enrollment of Attendance Area (including public, nonpublic and students residing in the district educated in charter or JVSD):	**0**
Participating Private School Enrollment:	**0**

Title II, Part A Allocation

Total District Allocation - Total Governance/Admin Budget:	**$50,000.00**

Per Pupil Allocation

Amount is calculated by dividing the district's allocation for Title II-A by the enrollment of attendance area:	**$0.00**

Equitable Services

Amount District must reserve for equitable services for participating private schools:	**$0.00**

Professional Development Supplies and Capital Outlay - Itemize purchases in Supplies (500) and Capital Outlay (600).

Supplies

Capital Outlay

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

No nonpublic school data exists.

Nonpublic Service Grand Total	**$0.00**

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title II-A Supporting Effective Instruction

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

U.S.A.S. Fund #: 551

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

Title III consortia fiscal agents must complete the full Budget Details page. Districts and community schools who contribute to Title III consortia only need to complete the items with an asterisk (*).

****Title III consortium fiscal agents must upload their MOUs/Contracts with their consortium members ****
Upload Documents

Part 1: Providing Effective Programs and Activities for English Learners

Programs of Instruction for ELs - (Select one or more, as applicable), Once selected, please indicate the Language (Name of the language of instruction(s), other than English, used in the programs).

- ☐ English as a Second Language (ESL) Program (Please indicate the name of the language(s) in the box provided)
- ☐ Content Classes with Integrated ESL Support (SIOP) (Please indicate the name of the language(s) in the box provided)
- ☐ Transitional Bilingual Educational Program (Please indicate the name of the language(s) in the box provided)
- ☐ Dual Language Program (Two-way immersion) (Please indicate the name of the language(s) in the box provided)
- ☐ Newcomer Program (self-contained educational intervention) (Please indicate the name of the language(s) in the box provided)
- ☐ Early College/Career and Technical Education (Please indicate the name of the language(s) in the box provided)
- ☐ Preschool (Please indicate the name of the language(s) in the box provided)
- ☐ Other Any Additional Language Instruction Educational Programs (LIEPs) that are not captured in the table above. (Please describe in the box provided)

***Meeting Standards, 3116(b)2.** Describe how your district/school will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners inâ€" (A) achieving English proficiency based on the Ohio English Language Proficiency Assessment (OELPA), consistent with the Stateâ€™s long-term goals, as described in Ohioâ€™s ESSA plan (Section C, p. 6), and (B) meeting Ohioâ€™s challenging academic standards.

Authorized Activities to Improve Instruction Program for ELs and Immigrant Children Using Title III Funds - (Select at least one)

- ☐ Supporting the development and implementation of Language Instruction Educational Programs (LIEPs)
- ☐ Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs

- [ ] Supporting implementation of school wide programs.
- [ ] Professional development to teachers and other personnel serving ELs
- [ ] Parent and community engagement activities
- [ ] Supporting the development and implementation of pre-school programs
- [ ] Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- [ ] Improving instruction of Els with disabilities
- [ ] Providing tutorials, career, and technical education
- [ ] Offering programs to help ELS achieve success in post-secondary education
- [ ] Other activities consistent with Title III purposes (Please describe in the box provided)

The district assures that the above selected activity/activities will supplement and not supplant federally-required basic core language support programs for ELLs

Please estimate the number of ADDITIONAL TESOL endorsed/licensed teachers that will be needed for the upcoming 5 fiscal years. *This number should reflect the anticipated additional teachers needed. Do not include the number of ESL/bilingual teachers currently working in the ELI programs.

FTEs Paid with Title III Funds (direct and/or contract service) - Title III can pay only for services that supplement obligations to ELs under Title VI and EEOA. See A-3, Non-Regulatory Guidance (September 23, 2016)

Instruction: Certified teachers with ESL and/or Bilingual Education Endorsement	Instruction: Bilingual and other instructional assistants
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Family/Community
Professional Development	Specify Professional Development FTE

Purposes of Approaches and Methodologies for Teaching ELs and Immigrant Youth - (Select at least one)

- [ ] Develop new English language instruction education and academic instruction programs
- [ ] Expand/enhance existing English language and academic instruction program
- [ ] Implement schoolwide program(s) to restructure/reform/upgrade language and academic content instruction

☐ Implement agency-wide programs to restructure/reform/upgrade language instruction education and academic content instruction programs

Briefly describe program selected(s) above. Note: In carrying out above programs using Title III funds, approaches and methodologies must be evidence -based and supplemental to federally-required basic core language support programs for English Learners (EL).

Part 2: Professional Development - (Select appropriate descriptors)

☐ Promotes strategies and activities that enhance LIEPS by including parent, family and community engagement

☐ Designed to improve and enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners

☐ Designed for classroom teachers (including those who are not settings of LIEPs), principals, other school leaders, administrators, and other school or community-based personnel (identify participant roles)

***Professional Development, 3115(c)2.** Describe how the district/school will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational program), principals, and other school leaders, administrators, and other school or community-based organizational personnel that is a) designed to improve the instruction and assessment of English learners;
b) designed to enhance the ability of staff to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
c) effective in increasing childrenâ€™s English language proficiency or substantially increasing subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
d) of sufficient intensity and duration to have positive and lasting impact.

The description must explain how Title III-funded professional development is supplemental to the use of State and local funds, e.g., the PD has not been done before.

Part 3: Parent, Family and Community Engagement

***Parent, Family and Community Engagement, 3116(b)3**, Describe how the district will promote parent, family, and community engagement in the education of English learners.

Parent, Family and Community Engagement - (Select appropriate descriptors)

☐ Translation and Interpretation Services for Parents

☐ Family Literacy Training

☐ Family Liaison

☐ Parent Involvement Materials

☐ Other (Please describe)

Purchased Services - Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, and other services which the school district may purchase.

Instruction Purchased Services	
Teachers/Tutors	Instructional Paraprofessional
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Support Services Purchased Services - (Title III - Administrative expenses may not exceed 2%)	
Title III Coordinator (See Help)	Instructional/Library Materials
Library/Media Services	Equipment/Hardware
Program Evaluation	Coach (HQ in content area)
Translation and Interpretation Services	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Governance Purchased Services - (Title III - Administrative expenses may not exceed 2%)	
Program Director	Audit costs for Title III only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits (ESL and/or Bilingual Education Endorsement)	Consultant

Coach (HQ in content area)	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Family Community Purchased Services

Translation and Interpretation Services for Parents	Family Literacy Training
Family Liaison	Parent Involvement Materials
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Transportation Purchased Services

After School/Summer School Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Nonpublic Purchased Services

Third Party Provider	Name of Third Party Provider
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Nonpublic ELs Services

Briefly describe how the Nonpublic Equitable services will be delivered:

Supplies/Capital Expenditures

Briefly describe the supplies to be paid with Title III funds. Note:Title-III funded supplies must be used for activities that are reasonable, necessary, and allocable for Title III program implementation. - Note: Food and entertainment items are generally not allowable purchases, however reasonable meals necessary for an all-day staff/parent activities may be allowable.

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

No nonpublic school data exists.

Nonpublic Service Grand Total	**$0.00**

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Upload/View documents

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Language Instruction for English Learners

Please upload any supporting documents as a part of the grant submission.

Document Name/Description:	
Upload read-only documents:	Browse...

*When uploading documents, please **do not** submit documentation that contains Personally Identifiable Information (PII) such as names, dates of birth, and social security numbers. If documentation with PII is uploaded, the application will be returned so that the PII can be removed.

Upload Cancel

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Immigrant

U.S.A.S. Fund #: 551

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Immigrant

FTEs Paid With Title III Funds (direct and/or contract service) - Title III can pay for only supplemental services. Staff paid with Title III cannot provide legally-required core services such as the initial identification of ELLs and basic language instruction.

Instruction: Certified teachers with ESL and/or Bilingual Education Endorsement	Instruction: Bilingual and other instructional assistants
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Family/Community
Professional Development	Specify Professional Development FTE

Immigrant Student Support Program - (Select at least one)

- ☐ Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- ☐ Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- ☐ Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- ☐ Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- ☐ Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- ☐ Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- ☐ Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services

Describe in more detail each program selected above and related costs. Note: Funds under this program shall be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. LEAs must be able to identify the immigrant students and youth participating in services provided under this program. Services provided under this program are distinct from services provided to LEP students provided under Title III-LEP programs.

Purchased Services - Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, and other services which the school district may purchase.

Instruction Purchased Services	
Teachers/Tutors	Instructional Paraprofessional
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Support Services Purchased Services - (Title III - Administrative expenses may not exceed 2%)	
Title III Coordinator (See Help)	Instructional/Library Materials
Library/Media Services	Equipment/Hardware
Program Evaluation	Coach (HQ in content area)
Translation and Interpretation Services	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Governance Purchased Services - (Title III - Administrative expenses may not exceed 2%)	
Program Director	Audit costs for federal programs only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits (ESL and/or Bilingual Education Endorsement)	Consultant
Coach (HQ in content area)	Substitute Teachers
Training/Software/License	Travel Mileage/Meeting Expense

Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Family Community Purchased Services

Translation and Interpretation Services for Parents	Family Literacy Training
Family Liaison	Parent Involvement Materials
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Transportation Purchased Services

After School/Summer School Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Nonpublic Purchased Services

Third Party Provider	Name of Third Party Provider
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Nonpublic ELL Services	
N/A	Number of ELLs in participating nonpublic schools

No nonpublic school data exists.

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title III Immigrant

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

U.S.A.S. Fund #: 584

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	60,000.00
						Remaining	60,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

1. Planning

Consultation

Each Local Education Agency (LEA) must develop its application through consultation with stakeholders in the area served by the LEA (ESEA section 4106(c)(1)). Stakeholders include parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet Student Support and Academic Enrichment purposes.

☐ During the development of its application, the LEA engaged in consultation with stakeholders in the area served by the LEA.

The LEA must engage in continued consultation with stakeholders in order to improve local activities and coordinate implementation with other related strategies, programs, and activities being conducted in the community (ESEA section 4106 (c)(2)).

☐ The LEA engages in continued consultation with stakeholders in the area served by the LEA.

Needs Assessment

The LEA is required to conduct a comprehensive needs assessment once every three years if it receives an allocation of $30,000 or more (Section 4106(d)).

Year in planning cycle:

☐ First Year

☐ Second Year

☐ Third Year

☐ Not applicable, allocation is less than $30,000.

In the first year of a planning cycle, starting with the year that a LEA receives an allocation of $30,000 or more, complete the Needs Assessment in the box below. Provide Needs Statements that address the need for improvement in A) Access to, and opportunities for, a well-rounded education for all students, B) school conditions for student learning to create a healthy and safe school environment; and C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

If the LEA is currently in the second or third year of a planning cycle, select the methods the LEA is using to monitor progress:

- ☐ Student Achievement Data
- ☐ School Climate Data
- ☐ Discipline Data
- ☐ Attendance Data
- ☐ Other (explain):

Distribution of Funds

Each LEA must prioritize the distribution of funds to schools served by the LEA in accordance with ESEA Section 4106(e)(2)(A). Please select the primary way the LEA prioritized the distribution of funds to schools served by the LEA.

- ☐ The LEA prioritized the distribution of funds to schools that have the greatest needs, as determined by the LEA.
- ☐ The LEA prioritized the distribution of funds to schools that have the highest percentages or numbers of low-income children on the Title I Building Eligibility Page.
- ☐ The LEA prioritized the distribution of funds to schools that have been identified for comprehensive support and improvement plans with a Building Label of *Priority* (Section 1111(c)(4)(D)(i)).
- ☐ The LEA prioritized the distribution of funds to schools that have been identified for targeted support and improvement plans with a Building Label of *Focus* (section 1111(d)(2)).
- ☐ The LEA prioritized the distribution of funds to schools identified as persistently dangerous public elementary or secondary schools as defined under Section 8532.

Program Objectives and Intended Outcomes

Each Local Education Agency must describe the program objectives and intended outcomes for Title IV-A activities (ESSA Section 4106(e)(1)(E)). Please describe the program objectives and intended outcomes of your Title IV-A activities in the box below.

Evaluation of Program Objectives and Intended Outcomes

Each Local Educational Agency must evaluate the effectiveness of the activities it carried out under Title IV-A based on the LEAs planned outcomes and objectives (ESSA Section 4106(e)(1)(E)). Please evaluate the effectiveness of your prior fiscal year's Title IV-A program.

Partnerships

Each LEA must describe any partnerships formed with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success in implementing activities that are allowable under Title IV-A (ESSA Section 4106(e)(1)(A)).

Title IV-A Strategy Statement

Please briefly state one improvement strategy (in 1-4 words) that addresses supporting student academic achievement by increasing the district's capacity to provide well-rounded education opportunities, improve school conditions for student learning, and improve the use of technology to improve academic achievement and student digital literacy. (Optional question: This response will allow ODE to determine what strategies are used by organizations in Ohio so that ODE can determine additional items needed in the Evidence-Based Clearinghouse and for the development of Comprehensive Improvement Plans for EDSteps.) *Examples: PBIS, Integrated units, Trauma-informed classroom management).*

NOTE: Public School Districts with nonpublic schools located in their boundaries (in-district nonpublics) must complete this section.

Calculation of Nonpublic School Service Amount:

Number of Students	
Enrollment of Attendance Area (including public, nonpublic and students residing in the district educated in charter or JVSD):	**0**
Participating Private School Enrollment:	**0**

Title IV Part A Allocation	
Total District Allocation - Total Governance/Admin Budget:	**$60,000.00**

Per Pupil Allocation	
Amount is calculated by dividing the district's allocation for Title IV-A by the enrollment of attendance area:	**$0.00**

Equitable Services	
Amount District must reserve for equitable services for participating private schools:	**$0.00**

Briefly describe how the Nonpublic Equitable services will be delivered:

2. Activities

Demonstrate how the LEA will provide Student Support and Academic Enrichment activities as described in Title IV-A Sections 4107, 4108, and 4109.

A. Breakdown of LEA activities. Enter the total dollar amount that will be used to support activities in each of the three Title IV-A Sections, 4107, 4108, and 4109. The total of these three cells should be equal to the Title IV-A Allocation (Allocated + Reallocated + Transfers In â€“ Transfers Out).

For a LEA that receives less than $30,000 on the Allocation:
-A dollar amount used to support Title IV-A activities must be present in at least one cell.

For a LEA that receives $30,000 or more on the Allocation:
-At least 20% of the total allocation must be used to support activities in section 4107.
-At least 20% of the total allocation must be used to support activities in section 4108.
-At least some funds must be used to support activities in section 4109.

Do not include carryover funds in these amounts.

Please enter the dollar amount that will be used to support activities under this Section 4107, Well-rounded Education Opportunities

Please enter the dollar amount that will be used to support activities under this Section 4108, Activities to Support Safe and Healthy Students

Please enter the dollar amount that will be used to support activities under this Section 4109, Activities to Support the Effective Use of Technology

I. Activities to support a Well-rounded Education Opportunities (Sec. 4107)

P= Public, NP= Nonpublic

☐ P	☐ NP	a. College and career counseling programs and services
☐ P	☐ NP	b. Improving access to arts and music education
☐ P	☐ NP	c. Improving instruction in STEM subjects/activities

☐ P	☐ NP	d. Promoting access to accelerated learning opportunities (AP-Advanced Placement, IB-International Baccalaureate, Dual or Concurrent Enrollment Programs, Early College High Schools, and other accelerated learning options)
☐ P	☐ NP	e. Activities to promote the development and implementation of programs to teach traditional American history, civics, economics, geography, or government education.
☐ P	☐ NP	f. High school redesign with dual or concurrent enrollment and early college high schools
☐ P	☐ NP	g. Social emotional learning interventions and other social and behavioral skills
☐ P	☐ NP	h. Improving access to foreign language instruction
☐ P	☐ NP	i. Strengthening instruction in environmental education
☐ P	☐ NP	j. Volunteerism and community involvement
☐ P	☐ NP	k. Programs and activities that integrate multiple disciplines, e.g., that combine arts and mathematics
☐ P	☐ NP	l. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

II. Activities to Support Safe and Healthy Students (Sec. 4108) EB Clearinghouse

Safe and Supportive Schools

☐ P ☐ NP a. Preventing bullying and harassment

☐ P ☐ NP b. Relationship-building skills

☐ P ☐ NP c. School dropout prevention

☐ P ☐ NP d. Re-entry programs and transition services for justice-involved youth

☐ P ☐ NP e. School readiness and academic success

☐ P ☐ NP f. Child sexual abuse awareness and prevention

☐ P ☐ NP g. Reducing use of exclusionary discipline practices and promoting supportive school discipline

☐ P ☐ NP h. Suicide prevention

☐ P ☐ NP i. Violence prevention, crisis management and conflict resolution

☐ P ☐ NP j. Preventing human trafficking

☐ P ☐ NP k. Building school and community relationships

☐ P ☐ NP l. Culturally-responsive teaching and professional development of implicit bias

☐ P ☐ NP m. Professional development and training for school staff

☐ P ☐ NP n. Other program or activity that fosters safe, healthy and training for school staff

Student Physical and Mental Health

☐ P ☐ NP o. Drug and violence prevention

☐ P ☐ NP p. Health and safety practices in school or athletic programs

☐ P ☐ NP q. School-based health and mental health services

☐ P ☐ NP r. Healthy, active lifestyle, nutritional education

☐ P ☐ NP s. Physical activities

☐ P ☐ NP t. Trauma-informed classroom management

☐ P ☐ NP u. Preventing use of alcohol, tobacco, marijuana, smokeless tobacco, electronic cigarettes

☐ P ☐ NP v. Chronic disease management

☐ P ☐ NP w. Professional development and training for school staff

☐ P ☐ NP x. Other program or activity that fosters safe, healthy and training for school staff

Cross Cutting Authorized Activities

☐ P ☐ NP y. Mentoring and school counseling

☐ P ☐ NP z. Schoolwide Positive Behavioral Interventions

☐ P ☐ NP aa. Pay-for-Success initiatives aligned with the purposes of Title IV

III. Activities to Support the Effective Use of Technology (Sec. 4109)

SPECIAL RULE: A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).

☐ P	☐ NP	a. Purchase of educational technology infrastructure, including devices, equipment, and software applications to address readiness shortfalls; carrying out blended learning projects which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases (maximum of 15% of Title IV-A technology budget). May not include expenditures related to significant construction or renovation facilities.
☐ P	☐ NP	b. Ongoing professional development (at least 85% of funds used under section 4109 may be used to support a variety of sustained professional development) activities for teachers, principals, other school leaders or involved personnel in the effective use of educational technology

☐ P	☐ NP	c. Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators
☐ P	☐ NP	d. Personalized learning to optimize instructional approaches
☐ P	☐ NP	e. Open licensed education resources (e.g., digital learning, online courses)
☐ P	☐ NP	f. Implementing blended learning strategies
☐ P	☐ NP	g. Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning (e.g., personalized or job-embedded professional development)

3. Budget Items
In the preceding section, the LEA described how its activities align with Title IV-A. Now provide details about the Title IV-A activities to match the Title IV-A Budget Page.

FTEs Paid With Title IV-A Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers/Tutors	Instructional Paraprofessionals
Governance/Administration (2% max.)	School Resource Officer
Support Services: Non-Instructional	Specify Support Services Non-Instructional
Professional Development	Specify Professional Development
Behavioral Interventions/Supports	Specify Behavioral Interventions/Supports
Community Services	Specify Community Services
Specialists or professionals for well-being of students	Specify Specialists or Professionals
Nonpublic FTE Allowable Under Title IV-A	Specify Nonpublic FTE
Other	Specify Other

Purchased Services (400) - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Properly Licensed Teachers/Tutors	Instructional Paraprofessionals
Pay-for-Success Programs	Instructional materials

Digital Learning Experiences/Online Courses in Rural/Remote/Underserved Areas	One Time Technology Infrastructure (15%)
Post-Secondary Education	Accelerated Learning Programs
High School Redesign	Early College High Schools
Other activities and programs to support access in a variety of well-rounded education experiences	Other: Description

Support Services Purchased Services	
College and Career Guidance Programs/Services	Data Services
One Time Technology Infrastructure (15%)	Instructional Materials
Pay-for-Success Programs	Drug and Violence Prevention Activities
School based Mental Services/Wellness Programs	Social Emotional Learning Interventions
Conflict Resolution	Dropout Prevention/Re-entry Programs
Child sexual abuse awareness and prevention programs or activities	Activities to reduce exclusionary discipline practices
Schoolwide Positive Behavioral Interventions and Supports	Other activities and programs to support access in a variety of well-rounded experiences
Other: Description	

Governance Purchased Services	
Admin (2%)	Audit costs for Title IV-A only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description

Professional Development Purchased Services	
Technology ongoing training	Personalized or job-embedded professional development
Initial Training related to technology infrastructure (15%)	Suicide Prevention Training

Trauma-informed practices in classroom management	Crisis management and conflict resolution techniques
Human trafficking; school-based violence prevention strategies	Drug-abuse prevention
Bullying and harassment prevention	Conflict Management
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description

Family/Community Purchased Services	
Community Partnership Site Resource Coordinator	Community Services
Providing integrated systems of student and family supports	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Safety Purchased Services	
School Safety Hotline	Emergency Operations Plan
School Resource Officer	Safety-Related Equipment
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description

Transportation Purchased Services	
After School Activities	Well Rounded Education Experiences
Success Initiatives Aligned with the Purposes of Title IV-A	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	

Nonpublic Purchased Services	
Nonpublic Instruction Purchased Services	Specify Nonpublic Instruction Purchased Service
Nonpublic Support Services Purchased Services	Specify Nonpublic Support Services Purchased Service
Nonpublic Professional Development Purchased Services	Specify Nonpublic Professional Development Purchased Service

	Nonpublic Family/Community Purchased Services	Specify Nonpublic Family/Community Purchased Service
	Nonpublic Other Purchased Services	Specify Nonpublic Other Purchased Service

Supplies and Capital Outlay â€“ Briefly describe purchases in Supplies (500) and Capital Outlay (600), including purchases for nonpublic schools. Annually, LEA's may not spend more than 15 percent of the funds used for technology on technology infrastructure.

Supplies

Capital Outlay

Nonpublic School Service

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

No nonpublic school data exists.

Nonpublic Service Grand Total	**$0.00**

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title IV-A Student Support and Academic Enrichment

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title V-B Rural and Low-Income

U.S.A.S. Fund #: 599

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title V-B Rural and Low-Income

Select activities that address challenges rural districts face - (check one or more)

- ☐ Teacher recruitment and retention, including the use of signing bonuses and other financial incentives as in II-A
- ☐ High quality teacher professional development
- ☐ Educational technology, including software and hardware, infrastructure needs and access to evidence based online learning
- ☐ Parental involvement activities
- ☐ To provide a diverse curriculum: AP courses, College Credit Plus, Credit Flexibility STEM initiatives)
- ☐ Other activities

Other activities, please explain in the box below: may include collaboration with other rural districts, effective Professional Learning Communities and Teacher Based Teams, etc. Describe expected outcomes of the activities selected to address challenges.

Rural Program Alignment

Describe how the district plans to use rural funds to address targeted needs, evident in the district's needs assessment, through the goals and strategies linked to the rural budget. Explain the specific needs, goals, and strategies the district is targeting with these funds.

Explain how the district is leveraging other funds to support the needs, goals, strategy/ies identified above? Identify these funds and explain how they support to rural grant activities.

Rationale: Describe how the above selected activity will help the district meet the stateâ€™s challenging academic content standards.

FTEs Paid With Title V-B Funds (direct and/or contract service)

Instruction: Highly Qualified Teachers/Tutors	Instruction: Qualified Instructional Paraprofessionals (Title I Funded Programs)
Governance/Administration	Support Services: Non-instructional

Other	Specify Support Services Non-Instructional/Other
Specify Instructional/Other	

Select allowable activities implemented with Rural Funds (check one or more).

- ☐ Activities authorized under Part A of Title I
- ☐ Activities authorized under Title II-A Supporting Effective Instruction
- ☐ Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
- ☐ Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants
- ☐ Parental Involvement Activities

Purchased Services - Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services - (Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA. The primary reason of the said services is student achievement.)

Title I Teachers/Tutors/Paraprofessionals	ESL Teacher/Tutor/Paraprofessionals
Instructional materials	Equipment/Hardware
Software/License	Title IV-A Education Program
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Support Services Purchased Services

Title I Coordinator	Data Services
Counseling/Guidance	Instructional/Library Materials
Library/Media Services	Equipment/Hardware
Software/License	Coach (HQ in content area)
Alternative Education	Online Learning

Title IV-A Prevention/Intervention Specialist	Instructional Contracted Services with a provider/online services
Other Purchased Services: Description	5% of budget cell = $0.00

Governance Purchased Services	
Program Director	Audit costs for Title V-B only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits (HQT)	Consultant
Coach (HQ in content area)	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Title IV-A Community-wide planning and organization	Title IV-A Educational assistance for families
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Safety Purchased Services

Title IV-A Hiring/Mandatory Training of School Security Personnel/Resource Officers	Title IV-A Safety-Related Equipment
Title IV-A School Safety Hotline	IV-A Nationwide background check of LEA employees
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Transportation Purchased Services

After School/Summer School Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Facilities

Explain how funds budgeted on Facilities budget line are used.

Supplies and Capital Outlay - Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Title V-B Rural and Low-Income

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA-B Special Education

U.S.A.S. Fund #: 516

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	887.44
						Remaining	887.44

Budget Details/Redirection

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA-B Special Education

15% Early Intervening Services

Districts may use up to 15% of its Part B allocation to implement a Coordinated Early Intervening System (CEIS) to provide services to general education students who are not identified as needing special education services, but who need additional academic/behavioral supports to succeed in a general education environment. Districts determined to be disproportionate in identification or discipline of children with disabilities are mandated to use 15 % of their Part B funds for CEIS.

District is opting to use up to 15% of the sum of Part-B (Regular and Early Childhood Special Education) allocations pursuant to IDEIA Sec 613(f) Early Intervening Services.

Please indicate in the boxes below how the district plans to use the early intervening funds. Districts may choose either/both options. The total amount budgeted for the services below must be the same as the amount entered above - Refer to the Use of Funds for CEIS guidance document for support.

https://ccip.ode.state.oh.us/documentlibrary/ViewDocument.aspx?DocumentKey=78219

Professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software.

Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

TA Document on Disproportionality:

To access Guidance for Local Education Agencies with Disproportionality, click the link below:

https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1107

Early Intervening Services student reporting requirements

34 CFR 300.226(d) requires that LEAs implementing CEIS to report the State on the number of children who received CEIS and the number of those children who subsequently received special education and related services under Part B during the preceding two-year period (i.e., the two years after the child has received CEIS).

Current year targeted population

Number of students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a

general education. This count is the number of general education students who will receive/received CEIS in the current year. This count should be updated during the year to accurately reflect the target population.

Prior Year Early Intervening Student Data

Number of students in last year's targeted population who received early intervening services last school year and subsequently received special education and related services. This number count must be based on the number of students targeted/served in the prior year Budget Details/Redirection page as the target population and must be a count of those targeted students who subsequently were identified and received special education and related services.

Number of students in the targeted population from two years ago who received early intervening services two years ago and subsequently received special education and related services. This count must be based on the number of students targeted/served **two years prior** in the Budget Details/Redirection page as the target population, and must be a cumulative count of targeted students who subsequently received special education and related services during the **past two years** .

Replacement of Local Funds

IDEIA 2004 Section 613(a)(2)(C)(i) provides districts with the option of using up to 50 percent of its special education, Part B IDEIA funds received in excess of the amount received for the prior year, as local education funds.

Please note: Funds used to provide early intervening services under section 613(l) count towards the maximum amount of local expenditures that a district may reduce. Please contact the Office for Exceptional Children, Resource Management staff if your district is planning to use funds for early intervening and replacement of local funds. (877) 644-6338.

Amount of Part-B funds district will use to replace local funds, not to exceed the allowable maximum amount.

Maintenance of Fiscal Support

For the purpose of establishing eligibility for an IDEA award for the fiscal year, the district must budget, for the education of children with disabilities, at least the same total or per capita amount from the same sources for the most recent prior year with either local funds only or the combination of State and local funds. 34 CFR 300.203 (b). Funding codes to use to determine the most recent prior year's expenditures from state & local funds for the education of children with disabilities: Fund:1-300, 400-499, 504 & 532 Function:1230-1239, 1240-1249, 1280, 1290, 1330-1339, 1350, 2140-2149, 2150-2159, 2180-2189, 2215, 2216, 2416, 2417, 2821 & 3412 Object:100-190, 200-292, 400-499, 500-590, 600-690 & 844

Enter the **budgeted** amount of State and Local financial support the district will use for special education and related services for children with disabilities this current school year. **This number is based on the district's most recent Maintenance of Effort (MOE).**

Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services

Intervention Specialist/Tutor	Instructional Paraprofessionals
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Support Services Purchased Services	
Speech Language Pathologist /Audiologist	Non-Instructional Special Education Aides
Therapists	Psychologist
Evaluation Services	Equipment/Hardware
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Governance Purchased Services	
Special Education Director/ Supervisor	Audit costs for IDEA only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits	Consultant
Coach (HQ in content area)	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Family Community Purchased Services

Parenting Skills Training	Family Literacy Training
Parent Mentor	Parent Involvement Materials
Family Liaison	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Transportation Purchased Services

Special Education Student Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Nonpublic Purchased Services

Special Education Service Provider	Name of Special Education Service Provider
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Facilities

Explain how funds budgeted on Facilities budget line are used.

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Program Assurance

☐ An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in 34 CFR 300.201 through 300.213 LINK

Special Education District Contact

Contact name:	C
Contact Email:	

Select only one option for years of experience:

☐ less than 1 year of experience ☐ 1-3 yearsâ€™ of experience ☐ 4-5 yearsâ€™ of experience

Comprehensive, Coordinated Early Intervening Services

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA-B Special Education

A district mandated to redirect 15% of its IDEA Part B funds must provide its Comprehensive Early Intervening Services Plan on the page below. - Please complete the budget and budget narrative for CCEIS below.

Instruction - (Please enter dollar amount)					
Salaries	Retirement Fringe	Purchased Services	Supplies	Capital Outlay	Other

Support Services - (Please enter dollar amount)					
Salaries	Retirement Fringe	Purchased Services	Supplies	Capital Outlay	Other

Governance Admin - (Please enter dollar amount)					
Salaries	Retirement Fringe	Purchased Services	Supplies	Capital Outlay	Other

Professional Development - (Please enter dollar amount)					
Salaries	Retirement Fringe	Purchased Services	Supplies	Capital Outlay	Other

Family Community - (Please enter dollar amount)					
Salaries	Retirement Fringe	Purchased Services	Supplies	Capital Outlay	Other

Indirect Cost - (Please enter dollar amount)					
Other					

Budget Narrative: Significant Disproportionality Fiscal Requirement - Redirection of Funds.

Based on your root cause analysis and action plan, please provide a detailed narrative explaining how the district plans to utilize the mandated 15% of its IDEA Part B funds for CCEIS. - (Please refer to your submitted improvement plan to complete this section. Copy and paste functionality is available.)

Activities: Please select the allowable activities CCEIS funds will be used for. Fiscal Guidance for Early Intervening Services

☐ Coordinator	☐ Instructional Equipment and Electronic Devices
☐ Instructional Technology Staff	☐ Instructional Materials/Software
☐ Mentors	☐ Professional Development Services
☐ Paraprofessional/s	☐ Travel/Mileage
☐ Teachers (General Education)	☐ Teachers (Special Education)
☐ Psychologist/s	☐ Pupil Services Staff
☐ Substitute Teachers	☐ Tutors
☐ Occupational Therapist	☐ Physical Therapist

Nonpublic School Service

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA-B Special Education

No In-district nonpublic school data exists.

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA-B Special Education

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA Early Childhood Special Education

U.S.A.S. Fund #: 587

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	346.35
						Remaining	346.35

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA Early Childhood Special Education

Purchased Services - Amounts paid for personal services rendered by personnel who are not on the payroll of the school district, and other services which the school district may purchase.

Instruction Purchased Services	
New PSE Teachers	Teaching Assistants or Aides-One on One
Instructional materials	Equipment/Hardware
Software/License	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Support Services Purchased Services	
Special Education Excess Cost Working with an ESC or DD	Non-Instructional Special Education Aides
Therapists	Psychologist or Evaluation Services
Speech Pathologist /Audiologist	Equipment/Hardware
Assistive Technology	Software/License
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services : Description
5% of budget cell = $0.00	

Governance Purchased Services	
Preschool Special Education Program Director /Supervision	Audit costs for ECSE only, unless there is an indirect cost authorization
Other Purchased Services (may not exceed 5% without History Log justification)	Other Purchased Services: Description
5% of budget cell = $0.00	

Professional Development Purchased Services	
College Credits	Consultant
Coach (HQ in content area)	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Stipends	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Family Community Purchased Services	
Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Parent Mentor	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Transportation Purchased Services	
Preschool Special Needs Student Transportation	Other Purchased Services (may not exceed 5% without History Log justification)
Other Purchased Services: Description	5% of budget cell = $0.00

Facilities

Explain how funds budgeted on Facilities budget line are used.

Supplies and Capital Outlay - The maximum recommended amount is 10% of the allocation for the sum of Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Plan Relationships

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - IDEA Early Childhood Special Education

Go To

Related Goals

Related Plan Action Steps

Related School Plan Action Steps

Budget

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

U.S.A.S. Fund #: 572

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00
						Adjusted Allocation	50,000.00
						Remaining	50,000.00

Budget Details

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

Expanding Opportunities for Each Child funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through four grant focus areas:

*** Advanced coursework;**

*** Career pathways;**

*** Personalized learning;**

*** Credit recovery and academic acceleration services.**

These funds should support and align to local continuous improvement plans. Additional information on the Expanding Opportunities for Each Child grant including guidance can be found on the Department website.

FTEs Paid With Direct Student Services Funds (direct and/or contract service)

Instruction: Properly Licensed Teachers/Tutors	Instruction: ESEA Qualified Instructional Paraprofessionals
Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE
Governance/Administration	Specify Governance/Administration FTE
Family/Community	Specify Family/Community FTE
Professional Development	Specify Professional Development FTE

Allowable Activities: For the development or expansion of programs not currently available in the district/community school.

Advanced Coursework: Enrollment and Participation in Academic Courses Not Otherwise Available at the School. - Select all that apply.

- ☐ Expanded advanced coursework opportunities in AP, IB, College Credit Plus, etc.
- ☐ Advance STEM or STEAM programs.
- ☐ Training costs and materials for staff professional development for AP, IB or College level coursework.
- ☐ Exam costs for low-income students for AP, IB, College Credit Plus, STEM or STEAM credentialing, etc.
- ☐ Curriculum, Equipment, and Supplies to support advance course offerings.
- ☐ Additional staff for advanced course offerings.

- [ ] Other: Explain

Career Pathways Options: Must Lead to Industry-Recognized Credentials established under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C.3102).

- [ ] Additional or expanded access to career pathway and technology courses.
- [ ] Expansion of career pathway programs and services at the middle school or high school level.
- [ ] Career counseling, advising to assist students in achieving their selected education and career goals, diploma, and postsecondary credentialing.
- [ ] Staff for additional or expanded career pathway courses.
- [ ] Staff training costs and materials to implement additional or expanded career pathway courses.
- [ ] Curriculum materials, equipment, and supplies necessary for implementing additional and expanded career pathway courses.
- [ ] Work-based learning opportunities, including training, learning plans and evaluation costs.
- [ ] Exam costs for industry credentialing.
- [ ] Transportation costs for career pathway field trips.
- [ ] Other: Explain

Personalized Learning Opportunities
As defined in Ohio's Strategic Plan for Education, Each Child, Our Future, Personalized Learning is a learning model that allows for the different ways that students achieve their best. Teachers who oversee their students' personalized learning address their learning experiences and apply appropriate instructional approaches and academic support strategies that meet individual students' distinct learning needs, interests, aspirations or cultural backgrounds.

- [ ] Competency-based learning.
- [ ] STEM/STEM program.
- [ ] Project-based learning or interdisciplinary learning.
- [ ] Blended Learning, digital/on-line learning opportunities.
- [ ] Training costs and materials for staff professional development for personalized learning programs.
- [ ] Curriculum materials, equipment, and supplies needed for personalized learning opportunities.
- [ ] Transportation costs for personalized learning opportunities.
- [ ] Other: Explain

Other Activities that assist students in successfully completing postsecondary level instruction and examinations.

- ☐ Credit Recovery and academic acceleration courses that lead to a regular high school diploma.
- ☐ Test preparation courses for AP, IB, Industrial Credentialing, including training of staff, curriculum materials, equipment and supplies.
- ☐ Other: Explain

Expanding Opportunities for Each Child â€“ Partner Question

Districts and community schools may choose to implement these programs on their own or may decide to work with external entities. Please select and then briefly describe what partners your district or community school intends to work with to execute the grant programming. If applicable, please also describe any collaborations with other grant programming. - Check all boxes that apply:

- ☐ Your district or community school will implement the programs entirely with internal resources (**if this box is selected, do not select the other partner options below**).
- ☐ Another district or community school.
- ☐ An accredited community college or institution of higher education.
- ☐ A nonpublic entity.
- ☐ A community-based organization.

In the space provided below, write a short narrative describing the partners and any collaborations with other grant programming, if applicable.

Parent and Family Engagement: - In the textbox, please describe the following.

1.) The outreach and delivery methods your district or community school plans to use to inform parents/guardians of each program supported with these funds. Current communication methods or structures may be used as part of this outreach, such as newsletters, listservs, paper mailings, e-learning system announcements, etc.

2.) A timeframe for outreach and delivery methods detailed above. Be sure that the timeframe allows parents/guardians adequate time to consider the expanded opportunity being offered, so they can make an informed choice.

Budget Narrative for Contracted Services.

Purchased Services - Provide the amounts budgeted for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
Properly Licensed Teachers for New or Expanded Learning Opportunities	AP/IB/College Entrance Exams
Costs for Industry Credentialing	Post-Secondary/College Career Plus Courses
Instructional Materials	Equipment/Hardware
Software/License	Other Purchased Services
Other Purchased Services: Description	

Support Services Purchased Services	
Counseling/Guidance	Software/License
Guidance/Counseling Materials, Supplies	Equipment/Hardware
Other Purchased Services	Other Purchased Services: Description

Governance Purchased Services	
Program Director/Coordinator	Other Purchased Services
Other Purchased Services: Description	

Professional Development Purchased Services	
Coach for Staff to Implement Personalized Learning Programs	Consultant towards Implementation of Personalized Learning Programs
Training Costs/Software/Licenses for PD	Substitute Teachers* (PD)
Travel Mileage/Meeting Expense	Stipends*
Other Purchased Services	Other Purchased Services: Description

* Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. Teacher stipends for teachers and substitutes employed directly by the district must be budgeted in PD Salary (100) and Fringes (200).

Family Community Purchased Services

Parent Outreach Materials	Printing
Mailing/Postage	Other Purchased Services
Other Purchased Services: Description	

Transportation Purchased Services	
Work-Based Experiences	Career Pathways
College Visits	Personalized Learning Opportunities
Other Purchased Services	Other Purchased Services: Description

Supplies and Capital Outlay. - Briefly describe purchases budgeted in Supplies (500) and Capital Outlay (600)), including Instruction, Support Services, PD, and Family/Community

Supplies - Provide an explanation that outlines how the funds are being spent for supplies

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

Assurances: The district/community school assures that the following requirements according to section 1003A of Every Student Succeeds Act (ESSA) are met in this funding application.

- Ensure that *Expanding Opportunities for Each Child* Funds are **prioritized** to:
  - First, pay costs for students who are enrolled in schools identified as Priority,
  - Second, pay costs for low-achieving students who are enrolled in schools identified as Focus ,
  - Third, pay costs for **other low-achieving students** served by the district.
- Ensure funds are used for one or more of the following identified activities:
  - Enrollment and participation in academic courses not otherwise available at a student's school, including **advanced coursework**, and career pathway coursework that is aligned with **state academic standards** and that leads to an industry-recognized credential.
  - **Credit recovery** and academic acceleration courses that lead to a regular high school diploma.
  - Activities that assist students in successfully completing **postsecondary level instruction** and **examinations** that are accepted for credit at institutions of higher education (including **Advanced Placement** and **International Baccalaureate** courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations.
  - Components of a **personalized learning** approach.
- Ensure that budgeted activities align with Building Needs Assessment (One Needs Assessment) and only reflect allowable activities:
  - Districts and community schools may use no more than 1 percent of the award for outreach and communication to parents/guardians

about available direct student services activities funded through the Expanding Opportunities for Each Child grant.
    - Districts and community schools may use no more than 2 percent of the award on administrative costs related to the direct student services funded through the Expanding Opportunities for Each Child.
- Ensure, through outreach and communication, that **parents**:
    - Can exercise a meaningful **choice** of direct student services for their child's education.
    - Have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service.
- Ensure that only evidence-based practices and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan.
    - Ensure that the providers have access to district- and building-level data as requested by the service provider, and to teachers and other district/school personnel as needed.
- Ensure that if universities and colleges are partnered with to execute this grant programming, those universities and colleges are **accredited**.
- Ensure that the provision of direct student services are monitored.
- Ensure that the result of direct student service providers in improving relevant student outcomes is publicly reported in a manner that is accessible to parents.

☐ I certify that I have read these assurances and will operate the Expanded Opportunities for Each Child grant in accordance with program requirements under SEC. 1003A. Direct Student Services ESEA. I have been authorized by the local educational agency/ community school to certify these assurances and to apply for funds under the Expanded Opportunities for Each Child grant on its behalf.

School Allocations

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Expanding Opportunities for Each Child Non-Competitive Grant

Funds for Direct Student Services are to be allocated according to the following criteria.

1. Schools identified as Priority Buildings
2. Schools Identified as Focus Buildings
3. Schools with low-achieving students

If your local education agency does not have any Priority or Focus schools, priority should be given to the schools with low-achieving students. In the table below, provide the sort order and building budget amount for the schools that will be served with these funds. Please note that districts are not required to serve all schools with these funds.

In the text box, please explain the justification for skipping any Priority and Focus buildings in the school allocation ranking table and serving a non-identified building instead. Example: Other funding sources are used for these activities at the identified building skipped.

Check Spelling

0 of 4000 characters

IRN	Building Name	Grade Span	School Label	Sort Order	Building Budget Amount

Contacts

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Contacts

Funding Application Contact	
Name:	Years of Experience with Federal Grants:

Substantially Approved Dates

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Substantially Approved Dates

Grant	Substantially Approved Date
Title I-A Improving Basic Programs	Not Yet Substantially Approved
Title I-D Neglected	Not Yet Substantially Approved
Title I-D Delinquent	Not Yet Substantially Approved
Title I-C Migrant	Not Yet Substantially Approved
Title-I Non-competitive, Supplemental School Improvement	Not Yet Substantially Approved
Expanding Opportunities for Each Child Non-Competitive Grant	Not Yet Substantially Approved
Title II-A Supporting Effective Instruction	Not Yet Substantially Approved
Title III Language Instruction for English Learners	Not Yet Substantially Approved
Title III Immigrant	Not Yet Substantially Approved
Title IV-A Student Support and Academic Enrichment	Not Yet Substantially Approved
Title V-B Rural and Low-Income	Not Yet Substantially Approved
IDEA-B Special Education	Not Yet Substantially Approved
IDEA Early Childhood Special Education	Not Yet Substantially Approved
Schoolwide Pool	Not Yet Substantially Approved

Assurances

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - Assurances

The Federal agencies referred to in this document, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, are all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency (LEA), herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 75-77, 79, and 81-84, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1	That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
2	That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
3	That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
4	The SUBGRANTEE will adopt and use the proper methods of administering the subgrants per 2 CFR 200 Sub Part F, including, but not limited to: (A)The enforcement of any obligations imposed by law. (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation. (C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
5	The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 2 CFR 200.338 and Ohio Revised Code Section 3301.07 (C), as applicable.
6	The SUBGRANTEE has obtained a Dun and Bradstreet (DUNS) number and registered the DUNS number in the federal System for Award Management (SAM) as required by 2 C.F.R. 25 Appendix A. The district must enter the DUNS number into the Ohio Educational Directory System (OEDS-R).
7	That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in The Uniform Guidance 2 CFR 200.71 and 200.343.
8	That the SUBGRANTEE agrees, when funded on an advance basis by ODE, to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). The SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment (2 CFR 200.305).
9	That the SUBGRANTEE will, where applicable, use federal funds to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
10	That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups (34 CFR 76.580).
11	That the SUBGRANTEE may not consolidate applicable programs or commingle funds derived from one appropriation with those derived from another appropriation, unless specifically authorized by statute.
12	That the SUBGRANTEE will not subgrant the approved project to another entity without the express written consent of ODE.
13	The SUBGRANTEE will comply will 2 C.F.R. Part 200 Standards for Financial and Program Management, including but not limited to, effective control over, and accounting-ability for, all funds, property, and other assets and must adequately safeguard all assets and assure that they are used solely for authorized purposes.
14	That the SUBGRANTEE has the capacity and agrees to report financial data verifying compliance with program regulations and will conform all activities conducted under the approved grant to the provisions contained within 2 CFR 200.
15	The SUBGRANTEE will comply with local, state and Federal procurement policies when purchasing equipment and supplies. Equipment and supplies purchased for use in a Federal or state program will comply with the provisions of 2 CFR 200.318. The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
16	That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 2 CFR: 200.313-Equipment; 200.20- Computing Devices-Machines used to acquire, store, analyze, process, public data and other

	information electronically. Includes accessories for printing, transmitting and receiving or storing electronic information; 200.94 Supplies- Tangible personal property other than equipment computing devices are supplies if less than $5,000.
17	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein. In the case of any project involves construction, the project is consistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals. For the construction of facilities with Federal funds per 2 CFR 200.320, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
18	That the SUBGRANTEE may not use Federal funding for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program (2 CFR 200.311). If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such. The Uniform Guidance 2 CFR 200.307, 200.311, 200.312 and 200.400.
19	The SUBGRANTEE will abide by the single audit requirements that a non-federal entity that expends $750,000 or more during the non-federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 C.F.R. 200.514 "Scope of Audit", except when it elects to have a program specific audit conducted and 200.515 (GAAP). The SUBGRANTEE will submit to ODE the aforementioned audit reports in accordance with The Uniform Guidance Subpart F. In the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
20	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.333-337. That it shall per 2 CFR 200.333 maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
21	That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
22	The SUBGRANTEE will comply with any additional assurances listed on a specific application as required by the ODE program office administering the program.
23	That the SUBGRANTEE agrees to continue its coordination with ODE during the length of the project period.
24	That the SUBGRANTEE will comply with 2 C.R.F. Part 200.343 regarding closeout procedures. The administration actions include, but are not limited to, submitting, no later than 90 calendar days after the end of the period of performance, all financial, performance and other reports as required by the terms and conditions of the federal award.
25	That the SUBGRANTEE will ensure that no person be denied the benefits, or be otherwise subjected to discrimination on the ground of race, color, national origin, handicap, or sex under any program or activity for which the SUBGRANTEE receives federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
26	That the SUBGRANTEE will comply with Section 8524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act, and that SUBGRANTEE has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
27	That the SUBGRANTEE will make readily available to parents and to other members of the general public any application, evaluation, periodic program plan or report relating to each program.
28	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
29	That the SUBGRANTEE will provide reasonable opportunities for participation by and outreach to teachers, family members, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to

	statute.
30	That the SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT including other provisions to support teaching and learning assurances that the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(s) of the National Education Statistics Act of 1994.
31	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program (34 CFR 76.534).
32	That the SUBGRANTEE will comply with 34 C.F.R. Section 76.652-662, if a program so requires, and ensure participation of children enrolled in eligible private schools, excluding for-profit private schools, in the area to be served. (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.
33	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
34	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project (34 CFR 76.683).
35	That the SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
36	That the SUBGRANTEE will ensure personnel employed as teachers and instructional aides or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
37	That the SUBGRANTEE will comply with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion (34 C.F.R. Part 82) and Drug-Free Workplace (34 C.F.R. Part 84) and the required regulations implementing Executive Order 12549: (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
38	That the SUBGRANTEE will comply with any additional assurances listed on a specific application as required by a particular ODE program office administering the program.
39	That the SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statues enforced by OCR.
40	That the SUBGRANTEE will comply with requirements to collaborate with the State or local child welfare agency to designate a point of contact regarding the educational stability of children in foster care and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care. ESEA Section 1112(c)(5)(A-B).
41	That the SUBGRANTEE will comply with requirements of the Award Term for Trafficking in Persons under 2 C.F.R.175.15 which prohibits SUBGRANTEEs from engaging in severe forms of trafficking in person during the period of time that the award is in effect.
42	That the SUBGRANTEE will comply with Executive Order 13513 which states that SUBGRANTEEs and their personnel are prohibited from text messaging and e-mailing while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business.
43	That the SUBGRANTEE will comply with the Memorandum to ED Grantees Regarding the Use of Grant Funds for Conferences and Meetings (link to memorandum).
44	That the SUBGRANTEE will abide by the following requirements when issuing statements, press releases, request for proposals, bid solicitation and other documents describing projects or programs funded in whole or in part with federal money to comply with Section 505 of Public Law 113-76, Consolidated Appropriation Act of 2014: (1) The percentage of the total costs of the programs or project which will be financed with Federal money; (2) the dollar amount of Federal funds for the projects of programs; (3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
45	IDEA-specific assurance: That the SUBGRANTEE, if applying for IDEA Part B 611 school-age and/or IDEA Part B 619 preschool funds, has read the IDEA Part B requirements in 34 CFR 300.201 through 300.213. LINK. Also, the SUBGRANTEE will comply with all regulatory requirements in the following sections. (A)Â§300.200 Condition of assistance. (B)Â§300.201 Consistency with State policies. (C)Â§300.202 Use of amounts. (D)Â§300.203 Maintenance of effort. (E)Â§300.204 Exception to maintenance of effort. (F)Â§300.205 Adjustment to local fiscal efforts in certain fiscal years.

(G)Â§300.206 Schoolwide programs under title I of the ESEA.
(H)Â§300.207 Personnel development.
(I)Â§300.208 Permissive use of funds.
(J)Â§300.209 Treatment of charter schools and their students.
(K)Â§300.210 Purchase of instructional materials.
(L)Â§300.211 Information for SEA.
(M)Â§300.212 Public information.
(N)Â§300.213 Records regarding migratory children with disabilities.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

ODE Consultant Checklist

Middle Bass Local (048959) - Ottawa County - 2022 - Consolidated - Rev 0 - ODE Consultant Checklist

This tool is intended to provide feedback to the local educational agency (LEA) on the initial submission of the Consolidated Application.

- Items that need correction or follow-up will be marked â€œAttention Neededâ€ and the status of the application changed to â€œConsultant Returned Not Approvedâ€ . Check under â€œNotesâ€ in those sections marked â€œAttention Neededâ€ for additional comments.
- Once the corrections are made and validation messages addressed that require additional attention, the application is ready to resubmit for consultant review.

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Consolidated Checklist [Expand All Sections] [Collapse All Sections]

1. Planning Tool: District and School Plans Needs Assessment

	ISSUES
1. ***District has completed the One Needs Assessment and One Plan in the planning tool.	☐
2. *** NEW Community Schools have provided their plan to their consultant. See list for NEW Community Schools.	☐
3. ***All buildings in Moderate D-F, Intense, or ADC districts plus Priority, Focus, Watch and Title I SW Buildings have completed the One Needs Assessment and One Plan in the CCIP	☐

2. Planning Tool: District Agency Plan

	ISSUES
1. Goals: The district plan has the recommended number of goals or number of goals are relative to district size. Very small or very large districts may need less or more goals due to size. Recommended goals 3-5.	☐
2. Goals are written in S.M.A.R.T goal format. (specific, measurable, attainable, realistic and time-bound)	☐
3. Goals: SMART Goals are aligned to the district identified priority needs and supported by the district root cause analysis.	☐
4. Goals: There is at least one student and one adult performance measure for each goal. Student and adult performance measures align to goal or strategy in plan.	☐
5. Strategies: District plan has the recommended number of strategies for each goal or number of strategies are relative to district size. Recommended strategies 3-5 for each goal. Very small or very large districts may need less or more goals due to size.	☐
6. Strategies: District/building failed to select multiple improvement areas for plan in ONA and have only one strategy for goal. District/building needs to select additional strategies in ONA so that action steps are connected to an appropriate strategy, and explain how the district is implementing the strategy to meet the intended goal.	☐
7. Strategies: Strategies lack enough information so that it is clear what strategies the district is implementing under the selected improvement area topic. Strategies do not provide enough detail about what, who, when, how, or where strategy will be implemented to support reaching the goal in the plan.	☐
8. Strategies: Strategies lack information that tells who, what, when, and how the district is implementing the strategy to meet the intended goal and/or are not supported by the root cause analysis.	☐
9. Action Steps: The district has provided action steps for each strategy.	☐
10. Action Steps: The action steps in the district plan are not well developed and/nor fully describe the steps the district will take to implement each strategy. Action steps lack information that tell what, how, when, who in the description.	☐

3. Planning Tool: Building Plans, District/Building Required Items for Accountability and Title I School-wide.

	ISSUES
1. Building Goals: Building needs to provide S.M.A.R.T. Goals for identified priority needs. Goals are written in S.M.A.R.T goal format. (specific, measurable, attainable, realistic and time-bound)	☐
2. Building Goals: SMART Goals are aligned to the building identified priority needs and supported by the root building cause analysis.	☐
3. Alignment to District Plan: Building needs to select which district goals their goals support under their S.M.A.R.T. goal. Building may have one goal that is not connected to a district goal. If more than one, then either they need to go in and select the correct district goal or provide a HL note explaining why their plan does not align with the overall district plan.	☐
4. Building Strategies: Building/s plan/s has/have the recommended number of strategies for each goal.	☐
5. Building Strategies: Building/s failed to select multiple improvement areas for plan resulting in only have one strategy for a goal with action steps that do not align with the strategy. Building/s need/s to select additional improvement areas in ONA so that action steps are connected to an appropriate strategy.	☐
6. Building Strategies: Strategies lack enough information so that it is clear what strategies the building/s is/are implementing. Strategies do not show thoughtful consideration to what the building/s will implement to support reaching the goal in the plan.	☐
7. Action Steps: The building/s need to provide action steps for each strategy.	☐
8. Action Steps: The action steps in the building/s plan/s are not well developed and/nor fully describe the steps the building/s will take to implement each strategy. Action steps lack information that tell what, how, when, who in the description.	☐
9. Required Item for District and Building Plans: Parent and community engagement is included in the plan to assure parent and community involvement and support is an integral part of district/building/student improvement efforts.	☐
10. Required Item: Proffessional Development is included in the plan to support the implementation of the strategies and build the capacity with staff to sustain improvement efforts.	☐

11. Required Item: Plan addresses what the district/building will do to meet the needs of students who are most at-risk of not meeting the state's challenging academic standards.	☐

4. Cohort 1 Districts Planning/Review Status

	ISSUES
1. District plan was submitted by April 30th deadline or by date of extension approved by ED STEPS Steering Committee.	☐
2. ***Plan was submitted after due date. District plan must be reviewed by multiple offices. The district fund and application must be on hold until all office reviews are completed. This applies only to districts that submitted plans after the required timeline.	☐
3. ***The district has required items that need to be addressed in their plan. Please review HL notes in planning tool and address those items that are required. District plan is on hold while district addresses the required items.	☐
4. The district plan has required items that must be corrected by the first revision to the district funding application. Please be sure to review and respond to the required items prior to submitting your first revision	☐

5. Nonpublic Data System (NPDS) - located in the SAFE Account

	ISSUES
1. Complete the Participation Form in NPDS. If Participation Form is not in Public Approved status, district must enter a comment in History log indicating reason and whether the school has eligible children.	☐
2. Complete the Consultation Guide in NPDS for served nonpublic schools. If Consultation Guide is not Completed, consultant should enter a History log note indicating that the Consultation Guide must be completed prior to the start of school.	☐
3. Consultation Guides must be marked Nonpublic Approved by the start of school. Nonpublic Approved is the final workflow step. District needs to contact Nonpublic and request that they review consultation and approve the service plan district was written in the guide.	☐
4. Any Participation Forms in Correction Needed status need to be addressed as soon as possible. The consultant should enter a History log note that says; "Please address Nonpublic Forms in Correction Needed status as soon as possible. If the form is marked due to inaccurate numbers, the equitable services calculation may not be correct. If you have questions, contact Chantelle Carter, Nonpublic Ombudsman Chantelle.carter@education.ohio.gov"	☐

6. Funding Application (FA)-Consolidated Application Sections

	ISSUES
1. Review and address the Validation Warning Messages that apply.	☐
2. Provide an explanation in the CCIP History Log why the district is not applying for all eligible grants at this time or indicate if the district is waiving the funds.	☐
3. Address Book DUNS Number: The federal government requires LEAs to have a DUNS number (Data Universal Numbering System) to better identify related organizations that are receiving funding under grants and to provide consistent name and address data for electronic grant application systems. Verify that you have A DUNS number or take the steps needed to obtain one as soon as possible. Update the local educational agency's DUNS number in OEDS-R. If the LEA needs additional help entering the DUNS number, contact the ODE data custodian for its organizational type. The data custodian list can be found by searching "Data Custodian" on ODE's website. There must be a DUNS number entered in order for the application to be final approved.	☐
4. ***Transfer of funds are not permitted from Title I-A, Title I-C, Title I-D, Title III-A, and Title V-B.	☐
5. Funds transferred under this section are subject to each of the rules and requirements applicable to the funds under the provision to which the transferred funds are transferred, except as otherwise provided in this part. For example, funds transferred from Title II-A to Title I-A must meet the requirements of Title I-A.	☐
6. ***A district may not transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, a district, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. (See ESEA section 5103(e).	☐
7. Excluding Title I-D and Title V-B, each program covered by the transferability authority is subject to the equitable services requirements under Title I or VIII, which may not be waived. (ESEA section 8401(c)(5).) Before a district may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. (ESEA section 5103(e)(2).) With respect to the transferred funds, the district must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.	☐
8. A district may not transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, a district, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. (See ESEA section 5103(e).)	☐

7. Title I-A Improving the Academic Achievement of the Disadvantaged, Building Eligibility Page

	ISSUES
1. Update the building eligibility page by making the necessary changes through OEDS-R and notifying your consultant to authorize the updates in the CCIP.	☐
2. Enter adjusted enrollment information for all non-Community Eligibility Provision (CEP) schools that do not have pre-populated data.	☐
3. Enter low-income information for all non-Community Eligibility Provision (CEP) schools that do not have pre-populated data.	☐
4. For all Community Eligibility Provision (CEP) participating schools, complete CEP Identified Student % and CEP Reimbursement % columns if the data is not pre-populated in accordance with the guidance. Title I and CEP guidance is located at (https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=78631)	☐
5. ***Building must meet one or more of the following eligibility criteria: at/above 35% low income; at/above district average low income; at/above district-wide grade span poverty average for the relevant grade span; by rounding, by feeder pattern; less than 1,000 students in district; served the previous year. (If not eligible for the current year, but was eligible and served the preceding year, the building may be served for only one additional year unless it re-qualifies under one of the other eligibility criteria.)	☐
6. ***Upload document/s to provide evidence for reported enrollment, FRPM, or CEP numbers if not using data populated in system from EMIS or for calculations for grade span averaging or composite score calculations.	☐
7. .***Correct or complete sort order column on building eligibility page. Sort order must be by poverty level from highest to lowest or by grade spans then by poverty from highest to lowest.	☐

8. ***New Schoolwide must be at or above 40% low income or SW Waiver approved. Provide evidence of planning to consultant prior to approval. Evidence must include meeting dates, agendas, and participant sign-in sheets.	☐
9. By selecting Comp for comparable services, the district must provide a HL note indicating the type of additional services and amount of funding that is comparable to Title I services the building is eligible for. Please note that Comparable Services must be at the funding level the building would have received if the district was providing services with Title I funds.	☐
10. If an existing schoolwide building's low-income percentage drops below 40%, but is still eligible to be a Title I school, document the original date and low income percentage at the time of becoming a new schoolwide in the CCIP History Log.	☐
11. *** The SW Waiver page must be completed prior to receiving SW Waiver approval. District must be able to provide enough details to justify requesting a waiver,. See guidance document for help.	☐
12. ***Correct eligibility by other factors. See guidance document for help.	☐
13. *** Correct calculations for composite score. See guidance document for help.	☐
14. ***Correct feeder patter calculations. Feeder pattern may only be applied to Secondary Schools. In Ohio grades 7-12 are secondary. Buildings that consist of 2/3 or more of the student population within those grade levels are considered secondary schools. See guidance document for help.	☐
15. *** Correct rounding percentage of low income.	☐
16. Indicate or correct type of service. See guidance document	☐
17. ***Evidence provided for adjustments on building eligibility page does not support amounts entered on building eligibility or are not sufficient documentation to support changing amounts that are extracted from district provided data through the state EMIS system. Evidence should be supported by official records that can be documented. Amounts entered on the building eligibility page should match the amounts on the records provided.	☐
18. ***No student identifiable information may be included in the reports. Reports need to be resubmitted with student identifiable information redacted.	☐
19. ***Records entered on building eligibility page must be within the same time period and record for all buildings from within the last two years. District may not use a variety of records for individual buildings to provide enrollment and poverty levels. For example, if using Dec. as enrollment/FRP data in one building, the district must use Dec. for all buildings in the district.	☐

8. Title I-A Set Aside Section/School Allocation PPA Page/Nonpublic School Services

	ISSUES
1. The administrative set-aside is greater than the recommended 5% of the allocation (not to include carryover). Enter an explanation in the history log.	☐
2. The administrative set-aside does not match the budgeted amount for Title I governance/admin in the budget. Please update and reflect the correct amount in each.	☐
3. Set Aside at least 1% of the Title I-A allocation to assist schools in carrying out parent and family engagement activities if the allocation is more than $500,000. Nothing limits the district from reserving more than 1 percent of its allocation to assist schools to carry out parent and family engagement activities. Parents of children participating in Title I must be involved in decisions regarding how funds are allotted for parental involvement activities. Not less than 90 percent of the reserved funds shall be distributed to schools served under this part, with priority given to high-need schools.	☐
4. An equitable amount is set-aside for nonpublic parent involvement and family engagement from the NP set aside amount. If budgeted on Family/Community engagement purpose row, please add HL note indicating that it is budgeted there. If included on the family/community line, you can deduct that amount from the total set-aside amount budgeted on the nonpublic line.	☐
5. If an equitable amount is budgeted for governance on the governance line, please add a HL note indicating the amount and where it is budgeted.	☐
6. The Homeless Set-aside should be sufficient to provide needed and allowable services to the number of students reported as homeless in EMIS. Suggest revising the Homeless Set-aside to reflect an amount greater than what is currently budgeted or provide a justification about how the district plans to fund needs and ensure identified homeless students have access to all educational opportunities.	☐
7. Align set-asides with the Title I budget page (under the correct purpose codes) and Title I budget details page.	☐
8. ***The set aside amount is above 30% of the district's allocation for Title I. Title I funds are building level funds however some funds can be used to provide district-wide initiative in Title I served buildings in the district. If more than 30% is on the set aside page, the district must complete the Title I District-Managed Initiatives Request Form and upload form in the system to provide justification prior to approval of the application.	☐
9. School Allocation PPA List 100% Rule: List PPAs in the same or descending order for all schools. See Help link.	☐
10. School Allocation PPA List 125% Rule: List PPAs for all buildings in the same or descending order using at least the minimum district PPA. (Exception, last school listed can be below the minimum district PPA). See Help link.	☐
11. School Allocation PPA List Page: Make the total amount remaining equal to or less than the district's lowest building poverty number. For example if there is a building with 236 students, but there is $2.50 remaining, then the district needs to increase the amount to at least reduce the number by 236.	☐
12. Nonpublic School Service Page: Select Yes or No under the section "Are Services Being Provided." If No, and an equitable service amount is available for the building, the district needs to enter a HL note explaining why services are not being provided.	☐

9. Title I-A Budget and Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to align with the budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line with the FTE and description of the position in the designated section on the Budget Details Page.	☐
5. Provide the title for the position in the FTE section. FTE needs to represent the proportion of the full-time equivalent staff provided with the funds, not the number of positions.	☐
6. Budget - No fringes were budgeted for salaries. There is no substantially approved date for fringe costs at this time. Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
7. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	☐
8. Budget - Nonpublic: Include the nonpublic equitable set-aside for parent engagement on the family/community purpose code line or as part of the total	

equitable set-aside on the nonpublic purpose code line. If included on the family/community line, you can deduct that amount from the total set-aside amount budgeted on the nonpublic line.	☐
9. ***Budget - Review and revise the Nonpublic Budget so that it equals the amount of the set-aside. Please include a clarification in the history log why the amount budgeted for the nonpublic is less than the amount of the set-aside.	☐
10. Budget - Nonpublic: Simply providing the private school with instructional materials and supplies is NOT an option available to the LEA because it is neither a proper Title I program implemented by the LEA nor meets the equitability requirement.	☐
11. Budget/Budget Details - The sum of Supplies and Capital Outlay, including purchased services supplies and equipment, exceeds the recommended maximum of 10% of the total allocation. The preponderance of Title I funds must be for instructional purposes. If the district exceeds the recommended 10%, a clear description and justification must be provided in the designated section on the Budget Details page.	☐
12. ***Budget - Review and revise the Nonpublic Budget so that it equals at least the amount of the set-aside. Please include a clarification in the history log why the amount budgeted for the nonpublic is less that the amount of the set-aside.	☐
13. Budget - Nonpublic: Simply providing the private school with instructional materials and supplies is NOT an option available to the LEA because it is neither a proper Title I program implemented by the LEA nor meets the equitability requirement.	☐
14. Budget/Budget Details - The sum of Supplies and Capital Outlay, including purchased services supplies and equipment, exceeds the recommended maximum of 10% of the total allocation. The preponderance of Title I funds must be for instructional purposes. If the district exceeds the recommended 10%, a clear description and justification must be provided in the designated section on the Budget Details page.	☐
15. ***Budget Details - Complete Budget Details Page.	☐
16. Budget Details - Align Program activities to budget.	☐
17. Budget Details - Enter or correct Full Time Equivalencies (FTEs) for all federally funded personnel. ***If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE.	☐
18. Budget Details - Review, adjust, and explain the reason for the low or high average daily number of Title I served students in Targeted Schools. Refer to the CCIP Doc Library Title I Guidance on Suggested FTE Teacher/Student Ratio.	☐
19. Budget Details - Complete the nonpublic section for participating nonpublic schools.	☐
20. Budget Detail - Remove "In Class" as a delivery method under nonpublic services if the nonpublic school is a religious school receiving Title I services.	☐
21. Budget Details - Align Title I Delivery Methods with the correct Strategies. See Document Library, Consolidated Application, Title I, Guidance, Title I Targeted Assistance (TA) and Schoolwide (SW).	☐
22. Budget Details - Select appropriate core areas that align with the core academic content goals in the district agency plan.	☐
23. Budget Details - If selecting non-academic supports as a delivery method, please describe the services provided.	☐
24. Budget Details - If selecting Preschool as a Delivery Method, please describe the program design.	☐
25. Budget Details - If budgeting for facilities, explain how funds are being used.	☐
26. Budget Details - Certify the Head Start Compliance if using Title I-A funds to support a preschool program.	☐

10. Title I-A Schoolwide Waiver Request

	ISSUES
1. Review justification for waiver request. Must be completed for approval of SW Waiver.	☐

11. Title I-A ESSA Section 1118(b) Supplement, Not Supplant Methodology

	ISSUES
1. Select the methodology the district is using to demonstrate supplement,not supplant. If N/A is appropriate, select the item that applies to the district.	☐
2. The district selected a methodology for supplement, not supplant, however, the district is not required to do so based on the district configuration. Please check the guidance for supplement, not supplant and update the page accordingly.	☐
3. The district is required to and must select the methodology the district uses to demonstrate supplement, not supplant for Title I. Methodology selected must be substantiated with the correct documentation that demonstrates budgeting decisions concerning district buildings were Title I neutral for district-level funding.	☐

12. Schoolwide Pool Overview and Budget Pages

	ISSUES
1. Overview - Adjust remaining balance to be close to zero but not in the negative.	☐
2. ***Overview - Include all state and local funds into the SW pool on the Overview page for each school participating in the SW pool.	☐
3. State and local funds provided in the SW pool must demonstrate the largest proportionate amount of the building budget compared to the total amount of federal funds added. State and local funds 70% or lower of total budget require a HL note with district justification. It must be approved by federal programs consultant.	☐
4. Overview - If Special Education IDEA Part B funds are included in the Schoolwide pool, include state and local Special Education Funds on Overview page. The amount of funds included may not exceed the amount received by the LEA under Part B of the IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the each participating Title I Schoolwide building.	☐
5. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
6. Budget - Create/Adjust Fiscal Resource to align with the budget.	☐
7. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose code lines.	☐
8. Budget - If PD is one of the selected activities in any of the grants in the pool, an appropriate amount is reflected on the professional development purpose code line.	☐
9. Budget/Budget Details - Include Title I set-aside requirements, IDEA Early Intervening Redirection, etc. on the regular individual grant budgets.	☐
10. ***Budget Details - Complete the budget details pages for the individual grants that are part of the pool, except for FTEs.	☐

13. Title I Delinquent Budget and Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
5. Budget - Indicate the funding source for fringe salaries benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to help with benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	☐
6. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	☐
7. Budget Details - Complete Budget Details Page.	☐
8. Budget Details - Correct FTE. See Help link.	☐
9. ***Title I District/Institution Agreement Details - Enter information regarding the formal agreement(s) your LEA has with institutions receiving services under Title I Delinquent.	☐
10. Budget Details - If transition services have been selected under Program Area, provide details on the type of transition services that will be provided to neglected or at-risk students receiving education from the LEA. The only exemption is if more than 30% of the students in the institution school will reside outside the boundaries of the district, which must be outlined in the LEAs formal agreement(s) with the institution(s).	☐
11. Title I Delinquent District/Institution Agreement Details - Indicate the primary service provider. If Other is indicated, complete the organization information.	☐
12. Title I Delinquent District/Institution Agreement Details - Needs Assessment: Enter a description of the Institution's average youth population (e.g. average length of stay, youth age and gender, etc.).	☐
13. Title I Delinquent District/Institution Agreement Details - Enter a description of the Institution's program and any factors about the youth residents that might impact student learning and/or ability to meet program objectives.	☐
14. Title I Delinquent District/Institution Agreement Details - Enter a summary of previous and/or current year assessment data for youth residents' performance in reading and mathematics. (Include name of assessment.)	☐
15. Title I Delinquent District/Institution Agreement Details - Enter a description of how the facility involves parents in the educational achievement of their children.	☐
16. Title I Delinquent District/Institution Agreement Details - Indicate program objectives for youth participants (check one or more).	☐
17. Title I Delinquent District/Institution Agreement Details - Services Provided: Indicate the location where services are being provided.	☐
18. Title I Delinquent District/Institution Agreement Details - Services Provided: Enter an overview of the supplementary services and program objectives for the youth participants.	☐
19. Title I Delinquent District/Institution Agreement Details - Services Provided: List the multiple measures used to monitor student progress toward objectives.	☐
20. Title I Delinquent District/Institution Agreement Details - Services Provided: Identify the subject and estimated number of hours of programming for each position.	☐
21. Title I Delinquent District/Institution Agreement Details - Agreement: Enter the agreement meeting date.	☐
22. Title I Delinquent District/Institution Agreement Details - Agreement: Enter the names and titles of all meeting attendees.	☐
23. Upload the contract/service agreement/s between the district and institution or facility.	☐

14. Title I Neglected Budget and Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
5. Budget - Indicate the funding source for fringe salaries benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to help with benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	☐
6. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	☐
7. Budget Details - Complete Budget Details Page.	☐
8. Budget Details - Correct FTE. See Help link.	☐
9. Budget Details - If transition services have been selected under Program Area, provide details on the type of transition services that will be provided to neglected or at-risk students receiving education from the LEA.	☐
10. *** Title I Neglected District/Institution Agreement Budget Details - Enter information regarding the formal agreement(s) your LEA has with institutions receiving services under Title I Neglected.	☐
11. Budget Details - Select the appropriate program areas, grade grouping, and methods of delivery being provided.	☐
12. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	☐
13. Budget Details - Provide an explanation that outlines how the funds are being spent for supplies and capital outlay in the designated sections.	☐
14. District/Institution Agreement Details - Indicate the Primary Service Provider information.	☐
15. District/Institution Agreement Details - Needs Assessment: Enter a description of the Institution's average youth population.	☐
16. District/Institution Agreement Details - Program: Enter a description of the Institution's program and any factors that impact student learning and/or ability to meet program objectives.	☐

17. District/Institution Agreement Details - Enter a summary of the previous and/or current year assessment data.	☐
18. District/Institution Agreement Details - Enter a description of the strategies the facility uses to involve parents in the educational achievement of their children.	☐
19. District/Institution Agreement Details - Program Objectives for Youth Participants - Check all that apply.	☐
20. District/Institution Agreement Details - Enter a description of the agreed upon supplementary services.	☐
21. District/Institution Agreement Details - List the multiple measures used to monitor student progress toward program objectives.	☐
22. District/Institution Agreement Details - Identify the subject and estimated number of hours for programming for each position.	☐
23. District/Institution Agreement Details - Enter the date of the Agreement Meeting and list all the attendees.	☐
24. Upload the contract/service agreement/s between the district and institution or facility.	☐

15. Title I-C Migrant Education Budget and Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Include the cost for instructional paraprofessionals on the instruction purpose code line. Non-instructional support services personnel costs go on the support services purpose code line.	☐
5. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	☐
6. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	☐
7. Budget - Purchased Services: Explain purchased services in the CCIP History Log or appropriate strategy.	☐
8. Budget Details - Complete Budget Details Page.	☐
9. Budget Details - Enter the projected number of staff, enrollment, and FTEs for Summer and Fall Programs.	☐
10. Budget Details - Enter the core areas and grade grouping being served.	☐
11. Budget Details - Indicate the type of program(s) and the start and end dates for the program(s).	☐
12. Budget Details - Check the Conflict of Interest Assurance.	☐
13. Budget Details - Align the purchased services amounts with the Budget.	☐
14. Budget Details - Explain how, in planning, implementing and evaluating programs and projects assisted under this part, you will ensure that the special educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed.	☐

16. Title I Non-Competitive Supplemental School Improvement Fund

	ISSUES
1. Budget - Funds must be used to meet Priority, Focus, and Warning School requirements.	☐
2. Budget - Budget is aligned to building needs assessment, goals/performance measures, strategies.	☐
3. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year in order to document intent and establish a Substantially Approved Date.	☐
5. Budget - Funds budgeted for Instruction and Support Services salaries are to support the activities of the grant. District has provided a history log note providing how funds budgted in instruction and support services salaries and fringes are needed to build teachers and district capacity to address identified needs from the needs assessment.	☐
6. Budget/Budget Details - The sum of Supplies and Capital Outlay, including purchased services supplies and equipment, exceeds the recommended maximum of 15% of the total allocation. If the district exceeds the recommended 15%, a clear description and justification must be provided in the designated section on the Budget Details page.	☐
7. Budget Details - Enter or correct Full Time Equivalency (FTE) in the appropriate category. If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE. See Help link on calculating teacher FTE.	☐
8. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	☐
9. Budget Details - Check Assurances.	☐

17. Title II-A Supporting Effective Instruction, Budget/Budget Details/Nonpublic Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose code lines.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
5. Budget - Governance/Administration exceeds the recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	☐
6. ***Budget Details - Complete the Budget Details Page.	☐
7. Budget Details- Complete assurances and grade level(s) and school(s) where Class Size Reduction is(are) placed.	☐
8. Budget Details - Clarify or update the evidence-based program, support data and basis for the Class Size Reduction assignment in the district plan.	☐
9. Budget Details - Enter a FTE in the appropriate FTE box since hiring of properly licensed teachers for evidence-based class size reduction is checked	

under allowable activities. If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE. See Help link.	
10. Budget Details - Enter a FTE if employing a coach with II-A funds. The same applies for the nonpublic if applicable.	
11. Budget Details - Enter the FTE for Gov. in the textbox. (5% limit for Gov/Admin. for federal funds..	
12. Budget Details - Enter the dollar amount of Professional Development Salaries/Fringes for substitutes and stipends for PD.	
13. ***Budget Details - Complete the Description of the district's required professional development plan in the textbox provided.	
14. Budget Details - Select the program activities for public and non-public to align program activities to budget.	
15. Budget Details - Select hiring properly licensed teachers to reduce class size that is evidence-based under allowable activities to align with the budgeted salaries and FTE.	
16. Budget Details - Select appropriate purchased services activities that support the budget or if selecting "other" provide description in textbox provided.	
17. Budget Details - Enter a description of the professional development supplies and capital outlay in the designated section. Include NP PD supplies if applicable.	
18. Budget/Budget Details - Adjust or provide an explanation in the History Log if the Professional Development (PD) supplies exceed 10% of the total amount budgeted on the PD purpose code line.	
19. Budget Details - Identify the name of the third party nonpublic provider in the space provided, if applicable.	
20. Budget Details - Provide a description of "other" nonpublic purchased services in the space provided, if applicable.	
21. Budget Details - If using the Transferability option to one of the applicable grants, complete the appropriate sections on the II-A Budget Details page and provide the equitable share to the nonpublic, if applicable.	
22. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	

18. Title III English Learner(EL)/Immigrant Budget/Budget Details Pages

	ISSUES
1. Budget - Align Goals, Strategies (including nonpublic) to the budget purpose code lines. Recommend English Language Acquisition strategy and/or action step in plan.	
2. Budget - Needs Assessment must reflect EL data.	
3. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds .	
5. Budget - Governance/Administration exceeds recommended maximum of 2% of the total allocation/reallocations, not to include carryover. See Help link.	
6. Budget - Enter nonpublic allocation from Nonpublic Services page on Nonpublic purpose code line.	
7. ***Budget Details - Title III consortia fiscal agents must complete the full Budget Details page.	
8. Budget Details - Title III Consortia fiscal agents MUST upload their MOUs/Contracts with their consortium members signatures.	
9. ***Budget Details - District and community schools who contribute to Title III consortia only need to complete the items with an asterisk.	
10. Budget Details - Part 1: Providing Effective Programs and Activities for English Learners - Programs of Instruction for ELs - this data is required for CSPR so must be completed, along with the languages used other than English.	
11. Budget Details - Please Estimate how many additional ESL/Bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years - another CSPR required data and a numerical value is required - could be "0" if none is needed.	
12. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	
13. Budget Details - Align Program activities to budget.	
14. Budget Details - Enter or correct Full Time Equivalencies (FTEs) for all federally funded personnel. ***If carry over is planned to be added to instructional salary later, include the projected amount in with the original FTE.	
15. Budget Details - EL: Select an activity under each required section and provide descriptions in appropriate text boxes.	
16. Budget Details - Nonpublic ELs Services: Briefly describe how the Nonpublic Equitable Services will be delivered.	
17. Budget Details - Immigrant: Select an activity under each required section and provide descriptions in appropriate text boxes.	
18. ***Nonpublic School Service Page - Total amount budgeted on the Nonpublic purpose row on the Title III budget page must be at least equal to or more than the Nonpublic Service Amount grant total generated in the nonpublic school service page.	
19. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	

19. Title IV-A, Student Support and Academic Achievement, Budget/Budget Details/Nonpublic School Pages

	ISSUES
1. Budget - Align Goals, Strategies, and Fiscal Resources to the budget purpose code lines.	
2. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log. If the district plans to include benefits later or use carry over to pay for benefits, it is recommended that benefits or fixed charges be included in the budget at the beginning of the year to document intent and establish a Substantially Approved Date to obligate funds.	
3. Budget - Governance/Administration exceeds recommended maximum of 2% of the total allocation/reallocations, not to include carryover.	
4. Budget: If the district has budgeted funds in Governance, contact consultant or NP Ombudsman to assure calculation for NP is accurate.	
5. Budget Details - Complete the Planning section, including the Consultation, Needs Assessment, Distribution of Funds, Program Objectives, Evaluation, and Partnerships subsections.	
6. Budget Details - Complete the Breakdown of LEA activities. The total of these three cells should be equal to the Title IV-A Allocation (Allocated +	

Reallocated + Transfers In - Transfers Out). For an LEA that receives $30,000 or more on the Allocation, at least 20% of the total allocation must be used to support activities in section 4107, at least 20% of the total allocation must be used to support activities in section 4108, and at least some funds must be used to support activities in section 4109. For an LEA that receives less than $30,000 on the Allocation, a dollar amount used to support Title IV-A activities must be present in at least one cell.	☐
7. ***Budget Details - Select at least one activity in Section I, II and III if receiving more than $30,000. If less than $30,000, select at least one activity from Section I, II or III.	☐
8. Budget Details - Funds budgeted for educational technology infrastructure exceeds the allowable percentage.	☐
9. Budget Details: Enter or correct Full Time Equivalency (FTEs) for all federally funded personnel.	☐
10. Budget Details: Select appropriate purchased services activities that support the budget or explain in "other".	☐
11. 11. Budget Details - Complete the description of nonpublic equitable services.	☐
12. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	☐
13. Nonpublic School Service Page - Complete the Consultation Guide in NPDS for participating nonpublic schools.	☐
14. Nonpublic School Service Page - Complete the Workflow Status in NPDS.	☐

20. Title V-B Rural and Low Income Budget/Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies (including nonpublic) to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Align budget to Budget Details Program Activities.	☐
4. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
5. Budget - Governance/Administration exceeds recommended maximum of 5% of the total allocation/reallocations, not to include carryover. See Help link.	☐
6. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
7. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	☐
8. Budget Details - Complete Budget Details Page.	☐
9. Enter FTEs or correct FTE. See Help link.	☐
10. Budget Details - Align Program activities to budget.	☐

21. IDEA-B Budget/Budget Details/Redirection/Nonpublic School Services Pages

	ISSUES
1. Budget - Assure that the Goals, Strategies, (including nonpublic) and fiscal resources are aligned with the budget purpose code lines.	☐
2. Budget - Create/Adjust Fiscal Resource to goals in plan. Approximate the total budget for IDEA funds.	☐
3. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
4. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
5. ***Budget - Enter nonpublic allocation from NP Services page on NP purpose code line. Note: Districts are required to budget the proportionate share for in-district nonpublic services on the nonpublic purpose code line even if a nonpublic indicates that it is not participating.	☐
6. ***Budget - If funds are budgeted for Capital Outlay/Facilities for the purpose of construction or renovation of a school facility, a Request for Construction Approval form must be completed and submitted to the Office for Exceptional Children prior to IDEA budget approval. See the Doc Library - Consolidated Application - IDEA - Forms for the request for Construction Approval guidance doc and form.	☐
7. Budget Details/Redirection- If the district is required to provided CEIS, then the district should address disproportionality in the needs assessment and district plan.	☐
8. ***Budget Details/Redirection - Coordinated Early Intervening Services (CEIS): Mandated Comprehensive CEIS: An LEA is mandated to implement a CEIS program if it is notified by OEC that the LEA was determined to be disproportionate. The mandated amount self-populates into the amount box. The LEA is to determine the use of the funds and the preliminary count of current year targeted students to be served must be entered. Voluntary CEIS: A district may opt to redirect 15% of Regular IDEA allocations to PD or program service intervention. If redirecting funds, a preliminary count of current year targeted students must be entered. If a count of Prior Year identified Early Intervening students is entered, refer to the prior year Budget Details/Redirection page to assure that CEIS was provided in the prior year(s). If not, then a correction is required before approval.	☐
9. Budget Details/Redirection - A district may opt to use the allowable replacement of local funds provision in IDEA by indicating on the redirection page the amount the district is going to use to replace local funds. If no amount is entered, then input a zero.	☐
10. Budget Details/Redirection - Maintenance of Fiscal Support - Enter the budgeted amount of State and Local financial support the district will use for special education and related services for children with disabilities this current school year. The amount must be at least as much as the prior year MOFS and MOE amount.	☐
11. Budget Details/Redirection - Maintenance of Fiscal Support - If the district is requesting to reduce their amount for MOFS below their most recent MOE, the district must add a comment in the HL requesting the reduction and the justification for the reduction in the MOFS. Then the district needs to contact the Office of Exceptional Children to receive approval and notify their Federal Programs Consultant of the approval. The OFP consultant will add a HL note with the date of the approval and communication from OEC regarding the approval for the reduction.	☐
12. Budget Details/Redirection - Select appropriate purchased services activities that support the budget or explain in other.	☐
13. IDEA Comprehensive Early Intervening Service Plan - The total amount budgeted for CEIS must be equal to the amount on the budget details page and 15% of the IDEA original allocation.	☐
14. IDEA Comprehensive Early Intervening Service Plan - At least one activity must be selected for district's CEIS plan.	☐
15. IDEA Comprehensive Early Intervening Service Plan - The budget narrative for CEIS must be completed.	☐

16. IDEA Comprehensive Early Intervening Service Plan - The CEIS plan must be reviewed and approved by the Office of Exceptional Children. The plan is on hold until a HL note has been added by this office indicating that the plan is approved.	☐
17. Nonpublic School Service Page - Select Yes or No if services are being provided. If a nonpublic school generated an equitable service amount and the district has marked NO to "Are Services Provided", the consultant should enter a note that says "CCIP and NPDS must be brought into alignment. Please contact Chantelle Carter, Nonpublic Ombudsman Chantelle.Carter@education.ohio.gov"	☐

22. Early Childhood Special Education, IDEA Budget/Budget Details Pages

	ISSUES
1. Budget - Align Goals/Performance Measures, Strategies to the budget purpose codes.	☐
2. Budget - Create/Adjust Fiscal Resource to approximate the total budget.	☐
3. Budget - Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
4. Budget - Explain the large amount for supplies and equipment in the appropriate strategy or CCIP Log.	☐
5. Budget - Include the cost for instructional support personnel on the instruction purpose code line. Non-instructional support services personnel costs should be entered on the support services purpose code line.	☐
6. Budget Details - Select appropriate purchased services activities that support the budget or explain in other.	☐

23. Expanding Opportunities for Each Child - Non-Competitive Grant

	ISSUES
1. Budget: Budget - No fringes were budgeted for salaries. There is no substantially approved date for fringe costs at this time. Indicate the funding source for salary fringe benefits in the CCIP History Log.	☐
2. Budget: The district has budgeted more than 1% allowable for parent and family outreach.	☐
3. Budget: The district has budgeted more than the allowable 2% for Gov./Admin.	☐
4. Budget Details Page: Complete/correct the FTE for salaries and/or contract services.	☐
5. Budget Details: Select at least one of the allowable activities.	☐
6. Budget Details: Complete the Parent and Family Engagement Section. The first textbox is for the delveivery method of communications to families and parents while the second textbox requires a timeline for providing outreach communications.	☐
7. Budget Details: Complete the partnership agreement section. If no partnership, then check the box on the first item indicating that the district will be implementing the program with internal resources.	☐
8. Budget Details: Complete the supplies/capital section describing what supplies/capital will be purchased with funds budgeted under these objects. Description should be specific and related to selected activity. There should be a description for each purpose in the budget.	☐
9. School Allocation Page: Complete the school allocation page by sort ordering the buildings by priority for the program and entering an amount that will be budgeted for each building.	☐
10. School Allocation Page: The district has selected to not provide this program at a priority or focus building in the district. Provide a justification for why the district made this determination in the textbox provided on the page.	☐