#EachChildOurFuture

New Community School Training



August 2022

Ohio Department of Education

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Today's Presenters

Morgan Brown
Assistant Director, Office of Federal Programs

Rachel Hand
Program Administrator, Office of Federal Programs

Paul Preston
Education Program Specialist, Office of Federal Programs

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Today's Discussion

1. Introduction
2. A Year In the Life
3. Can we do this?
4. Next Steps – Systems Access
5. Navigation to Consolidated Application
6. Timeline and Checklist
7. Helpful Resources
8. Questions and Answers

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Office of Federal Programs

The Office of Federal Programs provides leadership and technical assistance to customers on the requirements and uses of funds under the Elementary and Secondary Education Act (ESEA), currently authorized as the Every Student Succeeds Act (ESSA).

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Objectives of Today

- Understand the yearly processes
- Learn the basics of federal funding, including the purpose and some allowable uses for the federal entitlement grants.
- Learn how to access and submit your funding application
- Learn about available resources and next steps for the Office of Federal Programs

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A Year in the Life
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Jump Into Fall
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Fall Processes

- Meet with building teams to review schoolwide programs and improvement plan
- Review state assessment data with building and district teams

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Winter Slide



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Winter Processes

- Monitor plan implementation and progress
- District, building and teacher teams meet regularly

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Spring Reflections



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Spring Processes

- Time to plan: Meet with district and building teams to complete plans for next year based on One Needs Assessment
- Evaluate current programs
- Meet with federal programs staff for feedback

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Summer Processes

- Work with district and building administration to finalize plans for the upcoming year
- Comprehensive Continuous Improvement Plan (CCIP) Consolidated Application is Due June 30 for July 1 *Substantially Approved Date (SAD) - the date back to which the district can charge to the grant*
- Set up files for new school year for compliance monitoring

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Elementary and Secondary Education Act (ESEA)

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

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Who are Vulnerable Youth?

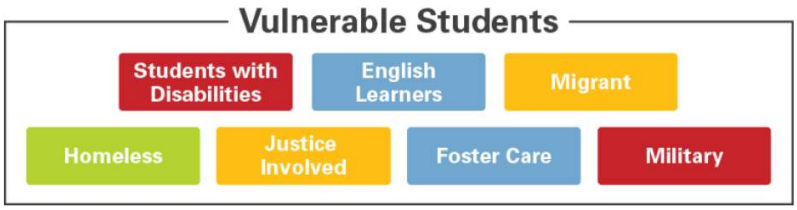
Vulnerable Children and Youth are students who often encounter challenges in receiving a quality and equitable education. Vulnerable youth may face many barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions.

Students are not vulnerable but made vulnerable through their unique circumstances.

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Who are Vulnerable Youth?



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Vulnerable Youth Website

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Crucial Questions Process

Allocability → Allowability → Intent and Purpose

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Crucial Questions Process



Something can be charged to a specific cost objective.

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Crucial Questions Process



Refers to a cost that is permissible.

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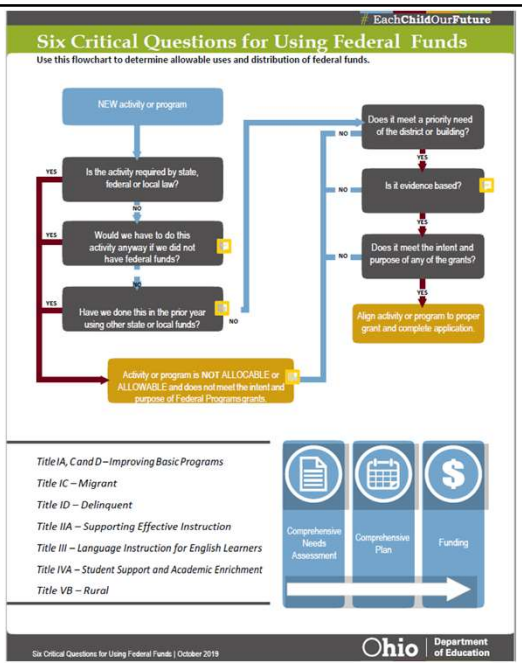
Crucial Questions Process



All federal consolidated grants have a specific intent and purpose.

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Available in the CCIP Document Library

CLICK HERE

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Critical Question #1

Is the activity required by state, federal or local law?

- –Examples (IEP, Properly Licensed, Safety, etc.)
- –Exceptions (TGRG / PBIS)
- –Bargaining Unit Agreement

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Critical Question #2

What would we do if we did not have federal funds for this activity?

- –Community expectations
- –Other funds available
- –Decision is neutral of federal funds

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Critical Question #3

Have we done this in previous years using other funds?

- –Would this be a supplant?
- –Would it meet the exception rule?

*Does not apply to Title IA

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Critical Question #4

Does it meet a priority need of the district/building?

- –What data is used to determine the need?
- –Is it in the One Needs Assessment?
- –Is it included in the One Plan?

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Critical Question #5

Is it evidence-based?

- –What level of evidence is it?
- –How will we evaluate if it is working?
- –What is the timeline?

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Critical Question #6

Does it meet the intent and purpose of any of the grants?

- –What need is the activity targeted to meet?
- –Who is the activity targeted towards?

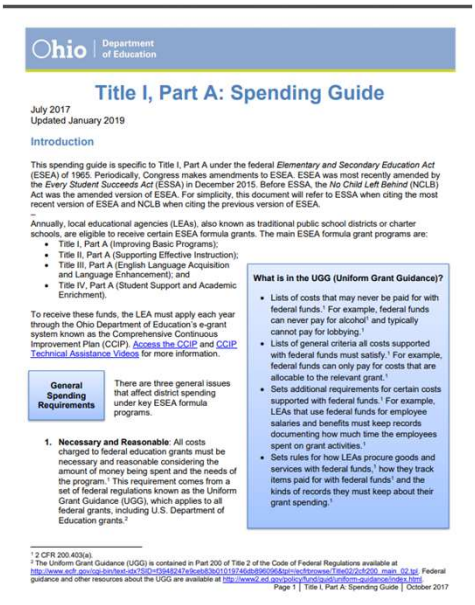
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What is the purpose?

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

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Title I, Part A: Spending Guide

July 2017
Updated January 2019

Introduction

This spending guide is specific to Title I, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

Annually, local educational agencies (LEAs), also known as traditional public school districts or charter schools, are eligible to receive certain ESEA formula grants. The main ESEA formula grant programs are:

- Title I, Part A (Improving Basic Programs);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition and Language Enhancement); and
- Title IV, Part A (Student Support and Academic Enrichment).

To receive these funds, the LEA must apply each year through the Ohio Department of Education's e-grant system known as the Comprehensive Continuous Improvement Plan (CCIP). Access the CCIP and CCIP Technical Assistance Videos for more information.

General Spending Requirements

There are three general issues that affect district spending under key ESEA formula programs.

1. **Necessary and Reasonable**: All costs charged to federal education grants must be necessary and reasonable considering the amount of money being spent and the needs of the program.[1] This requirement comes from a set of federal regulations known as the Uniform Grant Guidance (UGG), which applies to all federal grants, including U.S. Department of Education grants.[2]

What is in the UGG (Uniform Grant Guidance)?

- Lists of costs that may never be paid for with federal funds.[1] For example, federal funds can never pay for alcohol[1] and typically cannot pay for lobbying.[1]
- Lists of general criteria all costs supported with federal funds must satisfy.[1] For example, federal funds can only pay for costs that are allocable to the relevant grant.[1]
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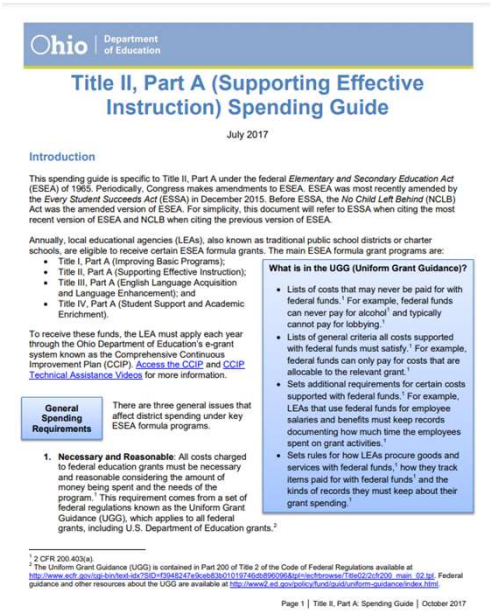
[1] 2 CFR 200.403(e).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3948247e9ceb83b0101974dbb896096&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

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Title I Spending Guide

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Title II, Part A (Supporting Effective Instruction) Spending Guide

July 2017

Introduction

This spending guide is specific to Title II, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

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[1] 2 CFR 200.403(a).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3f4f8247e9ceb83b01019746db896096&pt=ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

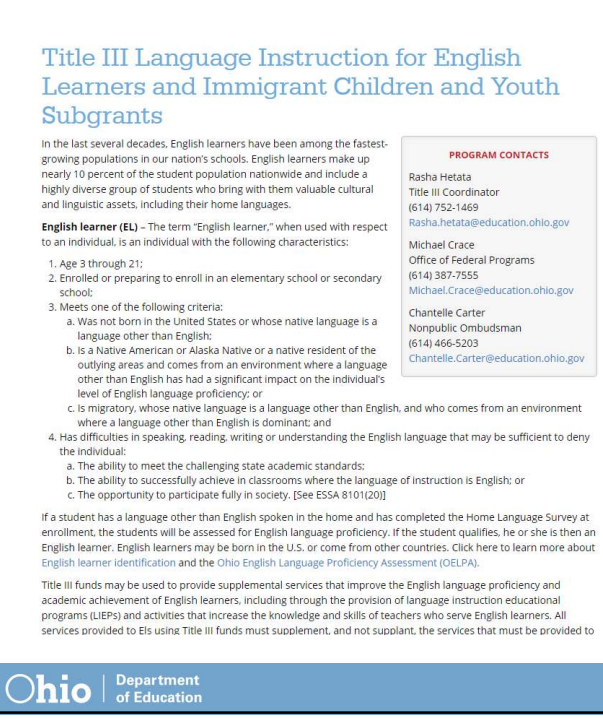
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Title II Spending Guide

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Title III Language Instruction for English Learners and Immigrant Children and Youth Subgrants

In the last several decades, English learners have been among the fastest-growing populations in our nation's schools. English learners make up nearly 10 percent of the student population nationwide and include a highly diverse group of students who bring with them valuable cultural and linguistic assets, including their home languages.

English learner (EL) – The term "English learner," when used with respect to an individual, is an individual with the following characteristics:

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;
3. Meets one of the following criteria:
   a. Was not born in the United States or whose native language is a language other than English;
   b. Is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   c. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:
   a. The ability to meet the challenging state academic standards;
   b. The ability to successfully achieve in classrooms where the language of instruction is English; or
   c. The opportunity to participate fully in society. [See ESSA 8101(20)]

PROGRAM CONTACTS

Rasha Hetata
Title III Coordinator
(614) 752-1469
Rasha.hetata@education.ohio.gov

Michael Crace
Office of Federal Programs
(614) 387-7555
Michael.Crace@education.ohio.gov

Chantelle Carter
Nonpublic Ombudsman
(614) 466-5203
Chantelle.Carter@education.ohio.gov

If a student has a language other than English spoken in the home and has completed the Home Language Survey at enrollment, the students will be assessed for English language proficiency. If the student qualifies, he or she is then an English learner. English learners may be born in the U.S. or come from other countries. Click here to learn more about English learner identification and the Ohio English Language Proficiency Assessment (OELPA).

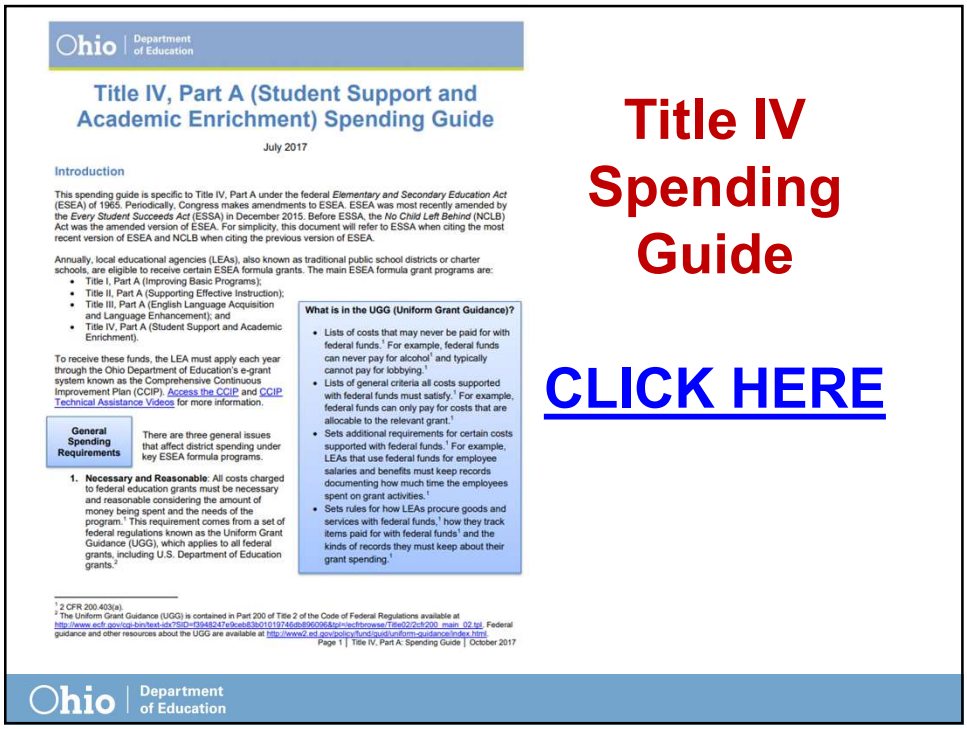
Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of English learners, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve English learners. All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to

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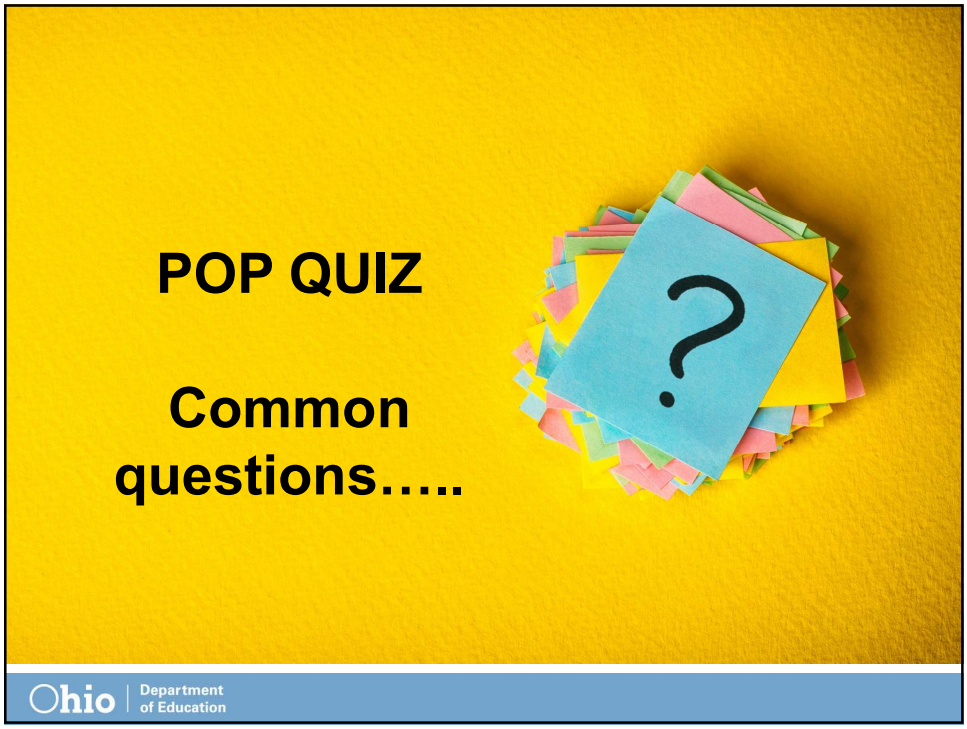
ODE Website

Title III Webpage

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Title IV, Part A (Student Support and Academic Enrichment) Spending Guide
July 2017
Introduction
This spending guide is specific to Title IV, Part A under the federal Elementary and Secondary Education Act (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the Every Student Succeeds Act (ESSA) in December 2015. Before ESSA, the No Child Left Behind (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.
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Title IV Spending Guide
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POP QUIZ
Common questions…..
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Can I buy incentives with Title funds?

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Can I buy incentives with Title funds?

Yes….it MUST be reasonable and necessary

Gas Cards for homeless (must sign)
Small trinkets
Small increment gift cards (must sign)

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What fund can I use to support Social and Emotional Learning (SEL) in the building/district?

a. Title I and II
b. Title I and IV
c. Title IV
d. Title I, II, IV

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What fund can I use to support Social and Emotional Learning (SEL) in the building/district?

a. Title I and II
b. Title I and IV
c. Title IV
d. Title I, II, IV

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Can I use Title I funds to pay for special education services?

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Can I use Title I funds to pay for special education services?

No….IEP's are federal law and required to implement. Federal funds MUST be supplemental

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Can you use the entire allocation of Title IV to purchase Chromebooks?

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Can you use the entire allocation of Title IV to purchase Chromebooks?

Yes…but there is a 15% cap on all infrastructure and devices. A Chromebook is considered a device.

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Questions?



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Five Minute Break



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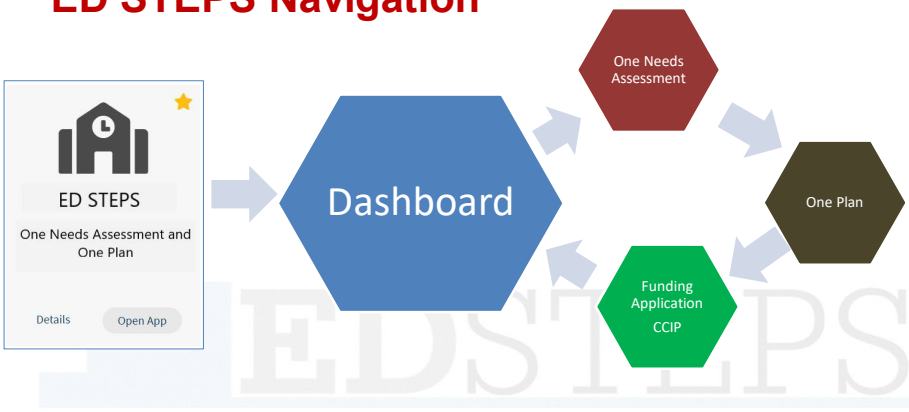
Serving All Students

- In Ohio, we have a comprehensive needs assessment, planning and funding process called EDSTEPS.
- EDSTEPS is made up of three main components:
  - –One Needs Assessment
  - –One Plan
  - –Funding Application

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ED STEPS Navigation



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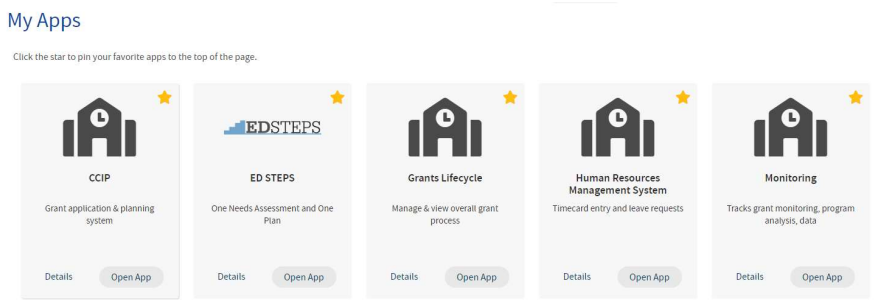
EDSTEPS Process

- **One Needs Assessment:** Identify priority needs based on student data and identification of root cause issues that if addressed, will result in a positive impact.
- **One Plan:** Create a three-year plan to address these root causes through SMART Goals, Strategies, and Action Steps.
- **Funding Application:** "Fund the plan" to pay for evidence-based activities that drive improvement for all students.

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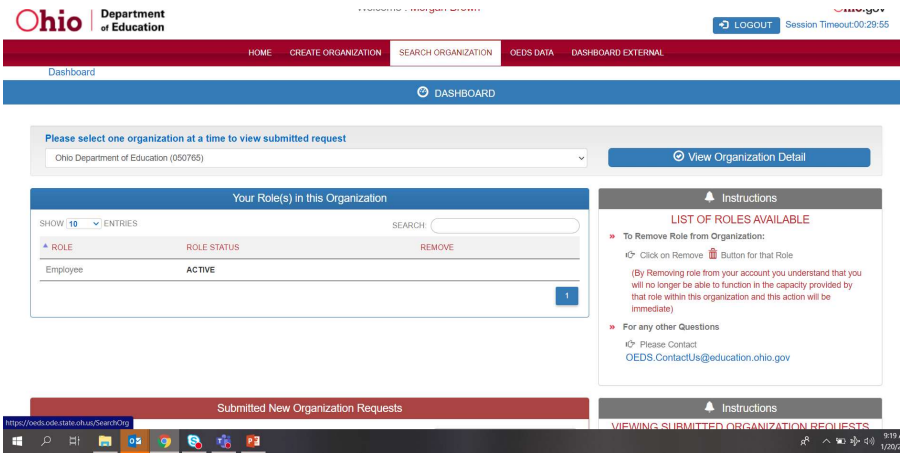
Next Steps – System Access



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Next Steps – System Access

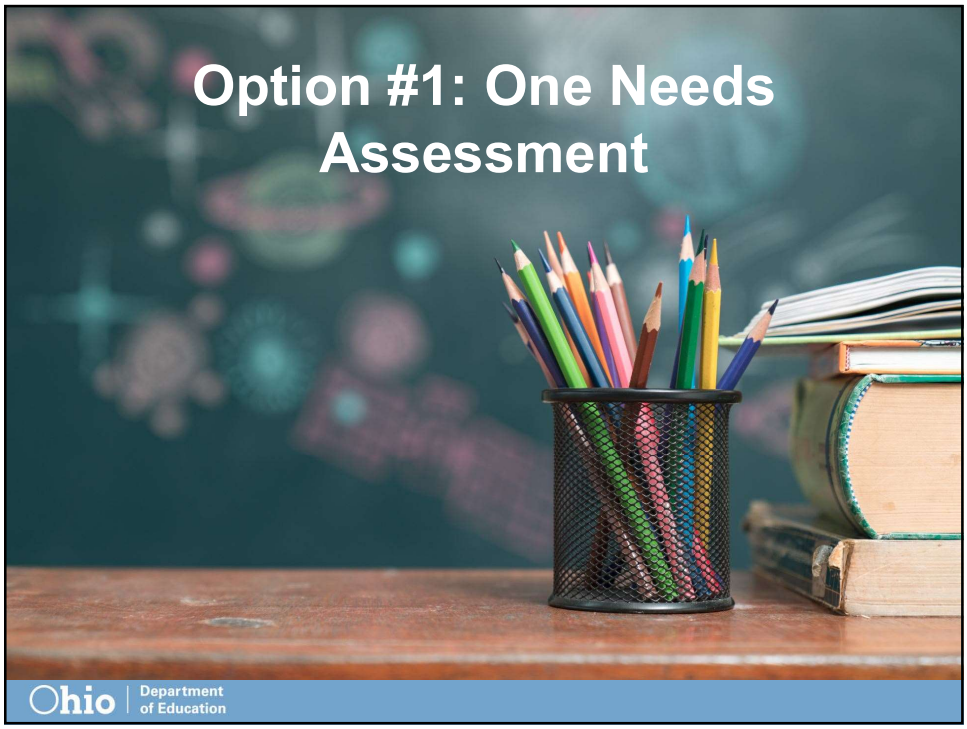


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New Community Schools

- Two options for assessing needs and planning to receive federal funds.
  - –One Needs Assessment
  - –New Community School Checklist

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One Needs Assessment

- Data Driven
- Comprehensive
- Focusing on a few high impact items
- Creating a plan to send to the CCIP

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College and Career Readiness

Community & Family Engagement

Curriculum, Instruction & Assessment

Fiscal Management

Sections

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Sections

Leadership, Administration, & Governance

Operations

Professional Capital

School Climate & Supports

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Examples of Priority Needs



College and Career Readiness

- Career Connections
- Early Warning System
- Graduation
- Postsecondary

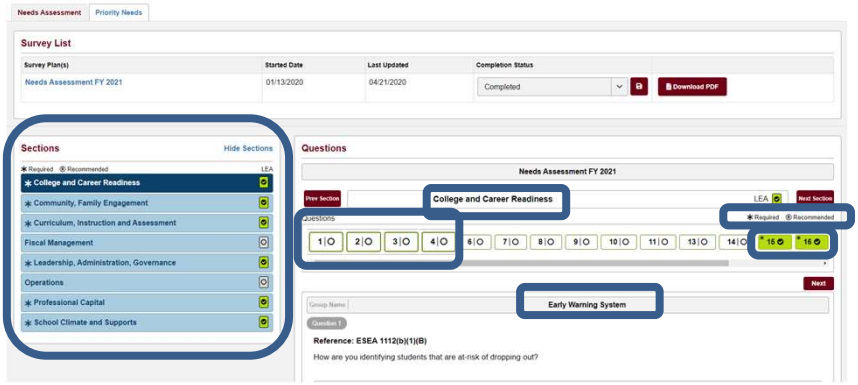


Curriculum, Instruction and Assessment

- Instruction
- Literacy
- Mathematics
- Student with Disabilities
- Standards Alignment

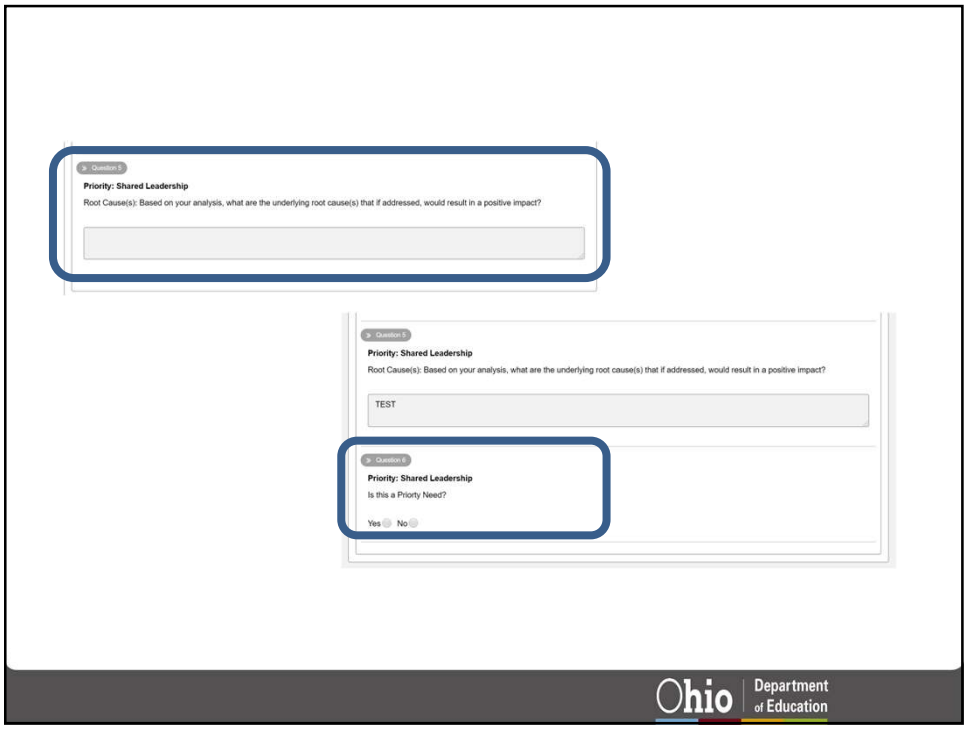
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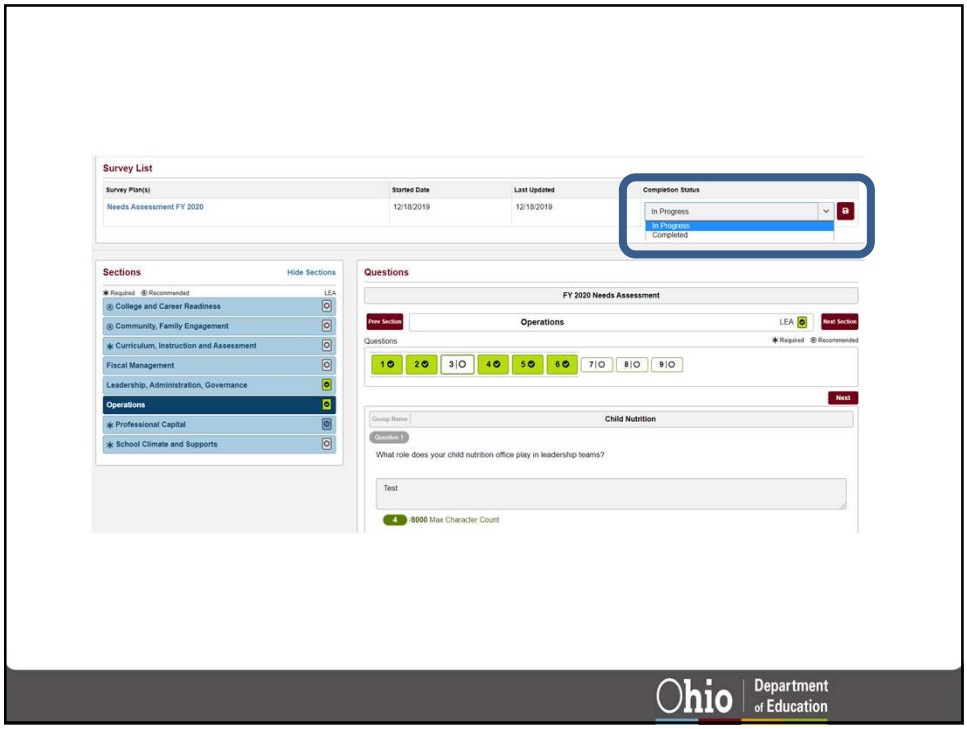


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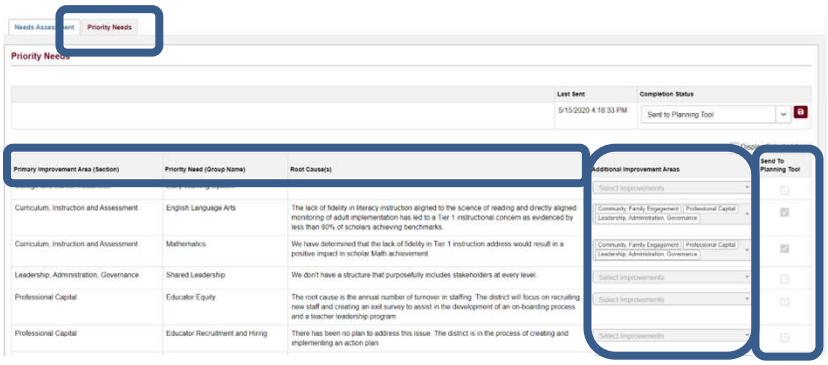
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Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
TEST
Question 6
Priority: Shared Leadership
Is this a Priorty Need?
Yes
No
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Survey List
Survey Plan(s)
Started Date
Last Updated
Completion Status
Needs Assessment FY 2020
12/18/2019
12/18/2019
In Progress
In Progress
Completed
Sections
Hide Sections
Required
Recommended
LEA
College and Career Readiness
Community, Family Engagement
Curriculum, Instruction and Assessment
Fiscal Management
Leadership, Administration, Governance
Operations
Professional Capital
School Climate and Supports
Questions
FY 2020 Needs Assessment
Prev Section
Operations
LEA
Next Section
Questions
Required
Recommended
1
2
3
4
5
6
7
8
9
Next
Group Name
Child Nutrition
Question 1
What role does your child nutrition office play in leadership teams?
Test
4
6000 Max Character Count
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Setting Up Your Plan

One Needs Assessment	→	One Plan
Priority Needs	→	Goals
Improvement Areas	→	Strategies

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New Community School Checklist

One Needs Assessment:

1. ESEA 1112(a)(1)(A): How are you involving internal and external stakeholders in the development of your plan? Stakeholders may include: certified staff, classified staff, administrators, parents, community members, board members, students etc.

2. ESEA 1112(a)(1)(B)(i): How will the school help children served under ESEA meet the challenging State academic standards? How will the school help children served under ESEA meet the challenging State academic standards?

3. ESEA 1112(b)(1): How will student progress be measured?

4. ESEA 1112(b)(1)(A): How does the school ensure that the program of instruction is well-rounded?

5. ESEA 1112(b)(1)(B): How is the school identifying at-risk students who are not meeting academic standards?

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A0

New Community School Checklist

13. ESEA 1112(b)(12)(A)(B): If applicable, how will the school coordinate and provide career technical education opportunities and/or work-based learning opportunities?

14. ESEA 1112(b)(13): If applicable, how will the school use funds to provide gifted education and/or school library programs?

Assurances:

☐ New community school has completed a needs assessment leading to a well- developed plan as required by ESEA 1112.
☐ New community school will comply with General Assurances located in the CCIP (Link Here).
☐ New community school has submitted and completed a start-up plan to their sponsor.

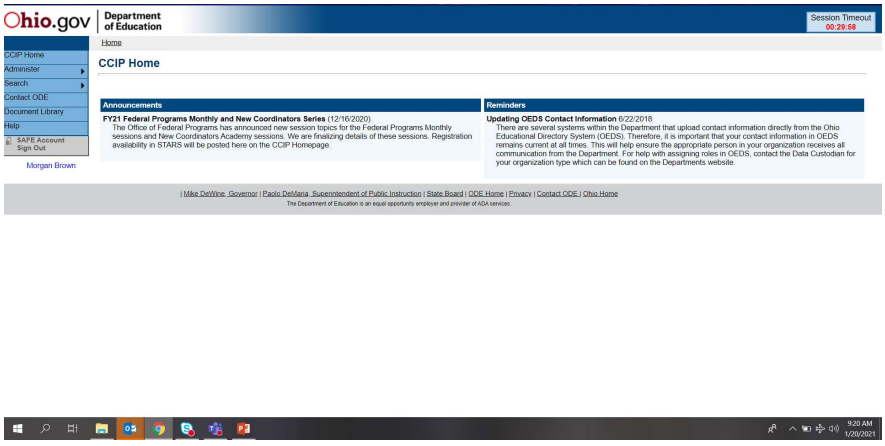
Action Items:

1. Consultant adds a history log note documenting that consultation occurred.
2. Following consultation, new community school adds a history log note that describes the comprehensive needs assessment and understanding of Title programs.
3. Upload completed checklist to the CCIP.

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Navigation to the Consolidated Application



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A0 Update this slide with new assurance from One Plan
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New Community School Timeline



A. **JULY – JUNE**
SOES: School Options Enrollment System (SOES) are subsystems of EMIS that drive funding for community schools. It is a Web application used by community schools and traditional public schools to enter data used to flow funds to community schools. Community school personnel enter data in the SOES system and traditional public school personnel review, verify or challenge that data.

B. **JULY – AUGUST**
The first week of July, the new community school will be assigned a One Plan cohort. By the end of July, an initial Office of Federal Programs communication is sent to new community schools and their sponsor.

Before the end of August, attend the Introduction to Federal Programs group training which includes the intent and purposes of the various grants.

C. **SEPTEMBER**
September 30 - Deadline for community school opening (unless mission of the school is solely to serve dropouts). If contact is for drop-out recovery school, contract is valid for 12 months after it is signed and the school may open later in the school year.

D. **OCTOBER**
Economically disadvantaged community school student data comes from the School Options Enrollment System (SOES) in October to coincide with allocation deadlines of Title 1.

Traditional public school districts and community schools can view the Federal Low-Income report consisting of School Options Enrollment System data.This data is always viewable within EMIS as the Federal Low- Income Count (FLICS) level two report, and should be viewed in December. This report enables both the traditional districts and community schools to be aware of changes in the adjusted poverty counts of community school students that will affect the initial allocation in January and then preliminary allocation of Title I funds in June.

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

F. **MARCH**
March 30 – Deadline to have first one-on-one Office of Federal Programs consultation to understand if the One Needs Assessment will be completed or checklist.

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

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Helpful Resources

- ESEA Resource Guide Update - November 2020
- ODE Guidance on ESEA Supplement Not Supplant July 2019
- ODE Title I Spending Guidance 2017
- ODE Title IIA Spending Guidance 2017
- ODE Title IVA Spending Guidance 2017
- Six Critical Questions - Updated November 2020

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A0 Create a link for the checklist
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