

Equity for Each Competitive Grant Request for Applications FY2025



Office of Career-Technical
Education

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**Department of
Education &
Workforce**

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Equity for Each Competitive Grant

Introduction

Equity in education achievement for each student is Ohio's greatest challenge. The State is committed to improving equitable access, engagement, and outcomes for all career-technical education students with an intentional focus on students included in Perkins V's defined special populations. The special population groups are:

- Economically disadvantaged students,
- Students with a disability,
- Nontraditional students,
- English learners,
- Students experiencing homelessness,
- Youth who are in, or aged out of, the foster care system,
- Youth with a parent in the armed forces and actively deployed,
- Students who are single parents (including single pregnant students) and,
- Out-of-workforce individuals (applicable to postsecondary only).

The Ohio Department of Education & Workforce, Office of Career-Technical Education and the Ohio Department of Higher Education, Perkins team, assists local recipients in identifying equity gaps in their local enrollment and performance data, performing a root cause analysis on the gaps, and brainstorming plans to improve these gaps in regional Equity Labs. Quantitative data is made available to secondary districts through the Secure Data Center Career-Technical Education Data Dashboard and the career-technical planning district's (CTPDs) annual Equity Data Report. Quantitative data is made available to postsecondary recipients through an annual Perkins Report provided by the Department of Higher Education.

Intending to foster and incentivize innovative, advanced approaches to address data-identified equity gaps, Ohio allocates funds via a competitive grant using the Perkins V Reserve Funds. The Equity for Each competitive grant assists recipients and the Departments in identifying and promoting promising practices for improving equity in career-technical education delivery. Additionally, the grant may support recipients in the ongoing development and alignment of local data collection systems to improve data-driven decision-making and strategic planning.

The grant scoring process prioritizes applications that:

- emphasize collaboration between secondary and postsecondary schools.
- employ strategies that focus on promotion or expansion of programs of study aligned with state-identified high-skill, high-wage, and in-demand occupations, and/or,

- implement strategies to attract and retain culturally competent teachers and promote policies to ensure inclusion of program staff who reflect the diversity of the school or district.

Perkins V Legislation

The Perkins V law section 112 (c) allows the state of Ohio to award \$1.5 million in grants made available from the Perkins V Reserve Funds to local recipients under the following parameters: An eligible agency may award grants to eligible recipients for career and technical education activities described in sections 135—

- (1) in –
 - a. rural areas;
 - b. areas with a high percentage of CTE concentrators or CTE participants;
 - c. areas with a high number of CTE concentrators or CTE participants; and
 - d. areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and,
- (2) in order to:
 - a. foster innovation through the identification and promotion of promising and proven career and technical education programs, practices and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
 - b. promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Conflicts of Interest

As a nonprofit or public benefit entity receiving public funds, recipients must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. State law regarding conflicts of interest is very strict. It is the responsibility of the recipients to comply with [Ohio Ethics Law, Ohio Revised Code Chapter 102](#) regarding conflicts of interest.

General Information

Eligibility

An eligible applicant is defined as any local education agency, including any city, local or exempted village school district, community school, STEM school, joint vocational school district or postsecondary institution and all other entities that are eligible to receive Perkins V funds or a collaborative of such entities.

Eligible entities must have an approved CTE-26 career pathway application for the year of the grant application. CTE-26-approved Industry-Only Credential and Career-Based Intervention programs are *not eligible* to receive funds through this grant. Any application requesting funds

for an industry credential must have an approved CTE-26 for the career pathway aligned to the credential.

Eligible applicants may apply for more than one grant but must combine the budget of the applications when uploading in CCIP.

Admission Criteria

According to the federal [1979 Guidelines for Vocational Education](#) section IV (K):

Recipients may not judge candidates for admission to vocational education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or handicap. However, if a recipient can demonstrate that such criteria have been validated as essential to participation in a given program and that alternative equally valid criteria that do not have such a disproportionate adverse effect are unavailable, the criteria will be judged nondiscriminatory. Examples of admissions criteria that must meet this test are past academic performance, record of disciplinary infractions, counselors' approval, teachers' recommendations, interest inventories, high school diploma and standardized tests...

Therefore, an entity is not eligible for federal grant funds if admission criteria for career-technical education exists that is deemed unnecessary to participate.

Data Sources

Each application **must include** an equity gap that is identified through a data source that is either hyperlinked in the application or cited and attached. Sources must include the Ohio Department of Education & Workforce data including Career-Technical Education Equity Data Report, the Secure Data Center Career-Technical Education Data Dashboard Reports, Report Card data, CTE-26 data, any data available through the Ohio Department of Education & Workforce website, any data available from the Ohio Department of Higher Education, or any local or national data that is applicable.

State Support Team career-technical planning district (CTPD) consultants and Tech Prep regional center staff may assist applicants in accessing CTPD and State Equity Data Reports.

Application Timeline

The Equity for Each grant application window opens **April 1, 2024**, and closes **May 15, 2024**. Recipients will be notified before **July 1, 2024**, with grant funds substantially approved date of **July 1, 2024**. **Applications, budget and supporting documentation** are uploaded and submitted through the Department's e-grant application system, the Comprehensive Continuous Improvement Plan (CCIP).

Expenditures must be committed by **June 30, 2025**, and fully claimed by **September 30, 2025**. Carryover is allowed for 12 months, until **June 30, 2026**.

If awarded funds are not fully committed by **January 31, 2026**, the Ohio Department of Education reserves the right to request the recipient return the balance of awarded funds.

Total Funding Amount

Approximately \$1.6 million is available for the Equity for Each competitive grant. The Ohio Department of Education & Workforce, Office of Career-Technical Education plans to allocate between \$25,000 to \$200,000 to a minimum of eight applicants. The amount requested may not equal the total amount of the grant awarded.

Allowable Expenses

The Perkins V Reserve Funds are federal funds that may only be used toward [Perkins V allowable expenses](#).

Monitoring and Reporting

Monitoring

The grant administrators and other staff from the Department's Office of Career-Technical Education and the Ohio Department of Higher Education will monitor and provide oversight of the grant, including technical assistance to all grant recipients.

As a condition of this grant, the Department is responsible for evaluating and monitoring recipients. Recipients will be evaluated and monitored in accomplishing the performance goals set forth below:

Goal 1: The recipient will demonstrate measurable growth in improving the identified equity gap as documented in the Interim and Final Grant Monitoring survey through Microsoft Forms.

Goal 2: The recipient will provide details to support strategy replication, including any artifacts of implementation such as toolkits, manuals, forms, policies or accompanying documentation through the Interim and Final Grant Monitoring survey through Microsoft Forms.

Goal 3: The recipient will fully commit all grant funds by **June 30, 2025**, and claim all grant funds by **September 30, 2025**. Carryover is allowed until **June 30, 2026**.

Reporting

To evaluate the effectiveness of the proposed strategy, each recipient will be required to submit an Interim Grant Monitoring and a Final Grant Monitoring survey which includes a narrative report.

The Interim Grant Monitoring survey will be sent via e-mail to all grant contacts by January 1, 2024, to be completed by **January 31, 2025**.

The Final Grants Monitoring survey will be sent via e-mail to all grant contacts by June 1, 2024, to be completed by **June 30, 2025**. The narrative report is included in each survey and must contain a detailed summary of the current status of each performance metric or how the approach has accomplished each performance goal and e-mailed directly to the Department Grant Manager as described in the survey.

The Final Expenditure Report (FER) must be submitted by **September 30, 2025**, through CCIP. If the grantee is carrying over funds, the FER must have the Carryover option checked for carryover to be moved to the following fiscal year. The Departments reserves the right to reject the report and request revisions for clarity or ask for additional information to be provided.

Evaluation of Applications

Initial Review

The grant administrator will review all applications for completeness, eligibility, and budget submission. If the applicant meets the mandatory requirements listed herein, the Ohio Department of Education & Workforce and Ohio Department of Higher Education will continue to evaluate the application. If the applicant does not meet the formatting or mandatory requirements listed herein, the applicant will be notified by the Departments and allowed to submit a correction within two weeks from notification.

Application Evaluation

Each qualifying application will be evaluated by no less than three (3) Office of Career-Technical Education and/or Ohio Department of Higher Education staff members using the Grant Scoring Rubric (Appendix D). An average of the three scores from each scoring rubric will become the grant application's final score. The top scoring applications will be approved for grant funds until all eligible funds are exhausted.

Competitive Preference Priorities

The Departments shall prioritize Equity for Each competitive grant applications that emphasize collaborations between secondary and postsecondary institutions, with strategies that focus on the promotion or expansion of programs of study that align with local or state high-wage, high-skill and in-demand occupations. Priority scoring will also be given to strategies that increase incentives to attract and retain culturally competent teachers and promote policies to ensure inclusion of program staff who reflect the cultural, linguistic, and racial diversity of the children and families. This priority supports [Education Access and Quality recommendation 2.4](#) of the [Governor's Taskforce for Eliminating Racial Discrepancies in Infant Mortality](#).

Please see the Grant Scoring Rubric for more information (Appendix D).

Application Submission Directions

Applicants will complete and upload the official Equity for Each competitive grant application, Budget Worksheet, Budget Narrative and supporting documents into CCIP. For the application to be considered complete, the following documents are required:

- Completed Grant Application including Data Source (Appendix A)
- Signed Statement of Grant-Specific Assurances (Appendix B)
- Completed Budget Worksheet with expenditure narrative (Appendix C)

Comprehensive Continuous Improvement Plan

The [Comprehensive Continuous Improvement Plan](#) (CCIP) is a unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application. For the purposes of the Equity for Each competitive grant application, applicants will only use the funding application that contains the budget page, assurances and budget upload sections.

A grant applicant must have an [OH|ID portal account](#), Information Retrieval Number, and designated roles in the Ohio Educational Directory System to access CCIP. The following technical assistance will aid the applicant in obtaining the access needed for the CCIP.

- [To determine the Information Retrieval Number, click here.](#)
- [To assign roles in the Ohio Educational Directory System, click here.](#) Please make sure members of the grant application team are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

Budget Worksheet

Applicants must transfer the information contained in the Budget Worksheet (Appendix C) into the CCIP system, including the total sum requested for the grant. The Budget Worksheet and Budget Narrative provides an itemized list of proposed expenditures, with cost, the applicant plans to incur and a timeline for exhausting the proposed funding must also be uploaded in CCIP when submitting application.

Appendix A

Equity for Each Competitive Grant Application

Project Title		Date
Amount of Grant		
Applying Institution Information		
Name of Institution	IRN	
Address	City, State, Zip	
County		
#1 Responsible Lead Name	#1 Responsible Lead Job Title	
Telephone Number	E-mail Address	
#2 Responsible Lead Name	#2 Responsible Lead Job Title	
Telephone Number	E-mail Address	
Fiscal Agent Information		
Fiscal Officer		
County	IRN	
Address		
Telephone Number	E-mail Address	

Has the institution applying for funds previously been awarded this grant?

- ☐ Yes
- ☐ No

If yes, did the grantee previously claim all awarded funds?

- ☐ Yes
- ☐ No

Applicant Demographic:

- ☐ Secondary school/district
- ☐ Postsecondary Institution

Equity for Each: Proposal for Grant

Name of Institution/District	
Project Title	
Approved CTE-26 Pathway Aligned to Equity Gap <i>CTE-26-approved Career-Based Intervention or Industry Credential Only Programs are excluded from receiving funds through this grant.</i>	
Admission Criteria for CTE pathway	
Equity Gap Current Status & Data Source <p>The equity gap should be a statement supported by cited data demonstrating an inequity for a specific special population group when comparing to:</p> <ul style="list-style-type: none"> • all students, • another student group, • or the same group on a state or national level. <p>Background or strategy does not need to be included in this simple statement of fact.</p> <p><i>For example: According to the 2020 ODE CTE Equity Data Reports, concentrators who are students with disabilities in <CTPD/school name> graduated from the culinary program at a rate of 64%. All students who were</i></p>	

concentrators in the culinary pathway graduated at a rate of 86%. (Data Source must be linked or cited to the statement. If cited, the data source must be attached to the application when submitting.)

Proposed Strategy to Improve Equity Gap & Need for Funding

Explain the strategy that will be implemented to improve the equity gap and the **funding that is needed** for the strategy. **All requested funds must be directly aligned to this strategy.** How and why this strategy is believed to improve the equity gap should be described here. If this strategy includes funding for an industry-recognized credential program, it must be directly aligned to an approved CTE-26 career-technical education pathway or program at the location. **Please include approximately how many students will benefit from this proposed strategy over the next 5 years.**

<p>Anticipated Goal(s) for Implementing Strategy</p> <p>This should be one (1) sentence that summarizes the reasonable anticipated goal and should reference the improvement of the equity gap. Please use S.M.A.R.T. goal format: S- Specific, M- Measurable, A- Attainable, R- Reasonable, T- Timely</p> <p><i>For example: By December 2025, concentrators who are students with disabilities in the culinary pathway will graduate at a rate of 84%.</i></p>	
<p>Describe how the strategy demonstrates a partnership with a secondary/postsecondary education partner?</p>	
<p>Describe how the strategy focuses on the promotion or expansion of programs of study that align with state-identified high-skill, high-wage or in-demand occupations.</p>	
<p>Describe how the proposed strategy increases incentives to attract and retain culturally competent teachers and promote policies to ensure inclusion of program staff who reflect the cultural, linguistic, and racial diversity of the children and families.</p>	

Measurement of Progress, Action Plan & Sustainability Plan

Complete the Measurement of Progress and Action Plan table located below. The Measurement of Progress will explain the process that will be used to measure progress toward and achievement of anticipated outcome(s), which include benchmarks and type of evidence collected. The Action Plan will include the steps needed for completion of the strategy. The type of evidence collected must include types of data that can be used to identify meaningful growth.

Measurement of Progress

Anticipated Goal <i>(As described above; use one row per outcome, add more rows as needed.)</i>	Benchmarks for Progress		Type of Evidence Collected
	Date	Projected Improvement	
	Date	Projected Improvement	
	Date	Projected Improvement	
	Date	Projected Improvement	

Action Plan (Use as many rows as needed; Add more as needed.)

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

Sustainability Plan

Describe how the strategy will be sustained after the funding cycle is complete. Include the practices and resources (**human and fiscal**) that are in place currently that will support implementation and overall sustainability of the strategy.

How will the district/institution and/or implementation teams be given time and ongoing training to continue their activities?
How will the district/institution and/or implementation teams be developed and supported?
How will support be developed for district/institution and implementation teams?
How will grant activities be incorporated into current district/institution initiatives, programs, strategies, action plans, etc., to support continued implementation?

Appendix B

Equity for Each Grant-Specific Assurances

Statement of Grant-Specific Assurances	
<i>If awarded a grant, the recipient assures that:</i>	
1	The grant recipient will communicate to the lead district from the assigned Career-Technical Planning District (unless the recipient is the lead district or a postsecondary institution) the specifics of the grant application and approval of funds.
2	The grant recipient will implement the proposed strategy for improving the identified equity gap according to the approved plan as described in the application.
3	The grant local recipient will report the improvement progress or current status of the identified equity gap to the Ohio Department of Education & Workforce in an Interim (due January 31, 2025) and Final (due June 30, 2025) Grant Activities Survey.
4	The grant local recipient will enact a sustainability plan as approved in the grant application for continued implementation of the strategy and continuous improvement of the identified equity gap after the exhaustion of the grant funds.
5	Expenditures will be incurred by June 30, 2025. If awarded funds are not claimed by Sept. 30, 2025, the Ohio Department of Education reserves the right to request the recipient return the remaining balance of awarded funds.
6	The Department may terminate the grant award upon 30 days written notice if it is determined the recipient, recipient's staff or any individuals have used grant funds for personal gain, performed criminal activities or broken any of the agreed upon assurances listed in the grant application. If it is determined any grant funds have been misused, the Department reserves the right to request the recipient return the full amount of awarded funds.
7	The grant recipient will maintain records of all funds used including, but not limited to, invoices, Purchase Order requests, requisition orders, receipts and related documentation according to Perkins V allowable expenses guidelines.
8	The grant recipient will provide the Ohio Department of Education & Workforce access to those records in the conduct of audits or supporting budget documentation. This cooperation includes access without unreasonable restrictions to its records and personnel for the purposes of obtaining and replicating relevant information and strategies.
Certification	
<p><i>I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.</i></p> <p><i>The applicant designated below hereby applies for an Advanced Approaches for Improving Equity Grant for the purpose of improving an identified equity gap and acknowledge all Statement of Grant-Specific Assurances.</i></p> <p><i>The undersigned certify that the information in this application is correct and complete, that the assurances to the Ohio Department of Education will be executed and the operation will comply with the current federal and state law and regulations and the provisions of this application as approved.</i></p> <p>Signature of Fiscal Officer: _____ Date: _____</p> <p>Printed Name of Fiscal Officer: _____</p>	

Appendix C

Budget Worksheet

Applicant Name			Applicant IRN				
Applicants must enter the Budget Worksheet into the Comprehensive Continuous Improvement Plan (CCIP) that includes the total sum requested for the award as well as upload the narrative that provides an itemized list of expenditures, with costs, the applicant plans to incur using grant funds.							
Proposed Budget (Submitted with grant application)	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction							\$ -
Support Services							\$ -
Governance/Admin							\$ -
Prof Development							\$ -
Transportation							\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Narrative

Item/Service to Purchase	Intended Use	Allocated Amount for Purchase	Projected Date of Purchase

Appendix D

Equity for Each Grant Application Scoring Rubric

Applicant:	Applicant IRN:
Reviewer: A B C	Total Amount Requested: \$
Approved CTE-26 Aligned to Application:	

- Is all Contact Information complete and accurate? ☐ YES ☐ NO
- Is at least one of the identified entities an eligible applicant? ☐ YES ☐ NO
- Is the Statement of Grant Specific Assurances signed? ☐ YES ☐ NO
- Does the applying entity have admission criteria for CTE? ☐ YES ☐ NO
- If yes, is the admission criteria deemed necessary for participation? ☐ YES ☐ NO ☐ N/A

Criteria	Weight	Rating (1-4)	Extended Score
Equity Gap Current Status & Data Source	35		
Proposed Strategy to Improve Equity Gap & Need for Funding	35		
Anticipated Goal for Implementing Strategy	10		
Measurement of Progress, Action Plan & Sustainability Plan	10		
Budget Worksheet Aligns to Funding Request	10		
Total Application Score			
Demonstration of Partnership	1 2 3	Total Multiplier (2x-7x)	
Alignment to HS/HW/ID	1 2 3		
Attract CC Teachers	0 2		
FINAL SCORE			

Equity Gap Current Status & Data Source: Has the applicant detailed the equity gap and linked or attached a data source of the equity gap?

Review Criteria: The equity gap should be a statement supported by cited data demonstrating an inequity for a specific special population group when comparing to all students or another student group or the same group on a state or national level. Background information does not need to be included in this simple statement of fact.

Rating	Description	Score
Poorly Developed	The response is significantly incomplete, missing required information, documentation of data or otherwise raises substantial concerns about the need.	1
Marginally Developed	The response meets some of the established criteria but substantially lacks information or data required to clearly identify the need.	2
Adequately Developed	The response meets the established criteria, but would benefit from additional information, explanation or detail in one or more areas.	3
Well Developed	The response meets the established criteria and demonstrates a thorough understanding of the current status with specific data as evidence.	4
Reviewer Comments:		

Proposed Strategy to Improve Equity Gap & Need for Funding: Do the proposed strategy and need for funding align to improving the equity gap?		
Review Criteria: The proposed strategy is thoroughly explained, and implementation is aligned directly to improve the equity gap and the funding that is needed for the strategy. All requested funds must be directly aligned to this strategy. How and why this strategy is believed to improve the equity gap should be described here. If this strategy includes funding for an industry-recognized credential, it must be directly aligned to an approved career-technical education pathway or program at the location. Applicant includes approximately how many students will benefit from this proposed strategy over the next 5 years.		
Rating	Description	Score
Poorly Developed	The response is significantly incomplete, missing required information or otherwise raises substantial concerns about the implementation or outcomes of the strategy or need for funding.	1
Marginally Developed	The response meets some of the established criteria but substantially lacks a clear vision for improving the identified equity gap and need for funding.	2
Adequately Developed	The response meets the established criteria, but would benefit from additional information, explanation or detail in one or more areas.	3
Well Developed	The response meets the established criteria and demonstrates a thorough understanding of how to implement the strategy to improve the identified equity gap and the need for funding.	4
Reviewer Comments:		

Anticipated Goal for Implementing Strategy: Is the anticipated SMART goal reasonable and is the goal aligned to the proposed strategy?		
Review Criteria: This should be one (1) sentence that summarizes the reasonable anticipated goal and should reference the improvement of the specified equity gap. Please use S.M.A.R.T. goal format: S- Specific, M- Measurable, A-Attainable, R- Reasonable, T-Timely		
Rating	Description	Score
Poorly Developed	The response is not in SMART goal format, missing required information or otherwise raises substantial concerns about the goal of implementing the proposed strategy.	1
Marginally Developed	The response meets some of the established criteria but substantially lacks a clear understanding of a meaningful goal.	2
Adequately Developed	The response meets the established criteria, but would benefit from additional information, explanation or detail in one or more areas.	3
Well Developed	The response meets the established criteria and demonstrates a thorough connection between the equity gap, proposed strategy and SMART goal.	4
Reviewer Comments:		

Measurement of Progress, Action Plan & Sustainability Plan: Has the applicant provided measurement of progress, an action plan and a sustainability plan for continuing grant activities after the funding cycle is completed?		
Review Criteria: The application thoroughly addresses the Measurement of Progress, Action Plan and Sustainability Plan. The Measurement of Progress explains the process that will be used to measure progress toward and achievement of anticipated outcome. The Action Plan includes the steps needed for completion of the strategy. The Sustainability Plan details resources that are currently in place that will support implementation of sustaining the overall strategy after the funding cycle is complete.		
Rating	Description	Score
Poorly Developed	The response is significantly incomplete, missing required information or otherwise raises substantial concerns about the measurement of progress, action plan or sustainability of the strategy after the funding cycle ends.	1
Marginally Developed	The response meets some of the established criteria but is missing considerations for one or more areas.	2
Adequately Developed	The response meets the established criteria, but would benefit from additional information, explanation or detail in one or more areas.	3
Well Developed	The response meets the established criteria and demonstrates the applicant's thorough understanding of how the strategy will be sustained beyond the lifetime of the grant.	4
Reviewer Comments:		

Budget Worksheet Aligns to Funding: Has the applicant aligned the Budget Worksheet including the Budget Narrative to the requested funding need?		
Review Criteria: The Budget Worksheet thoroughly aligns the proposed budget to the requested funds for the detailed strategy. All requested funds must be directly aligned to the Budget and Budget Narrative.		
Rating	Description	Score
Poorly Developed	The response is significantly incomplete, missing required information or otherwise raises substantial concerns about the alignment of the budgeted funds to the requested funds.	1
Marginally Developed	The response meets some of the established criteria but is missing considerations for one or more areas.	2
Adequately Developed	The response meets the established criteria, but would benefit from additional information, explanation, or detail in one or more areas.	3
Well Developed	The response meets the established criteria and demonstrates the applicant's thorough alignment of the proposed budget to the requested funds.	4
Reviewer Comments:		

Is there demonstrated collaboration with a secondary or postsecondary partner?	1	2	3
	Little to No Demonstration	Moderate Demonstration	Significant Demonstration

Does the strategy focus on the promotion or expansion of programs of study that align with state-identified high-skill, high-wage and in-demand occupations?	1	2	3
	Little to No Alignment	Moderate Alignment	Significant Alignment

Does the proposed strategy increase incentives to attract and retain culturally competent teachers and promote policies to ensure inclusion of staff who reflect the cultural, linguistic, and racial diversity of the children and families?	0	2
	No	Yes