



**Department of
Education &
Workforce**

EQUITY FOR EACH COMPETITIVE GRANT 2025

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**Department of
Education &
Workforce**

EQUITY FOR EACH INFORMATIONAL WEBINAR AGENDA

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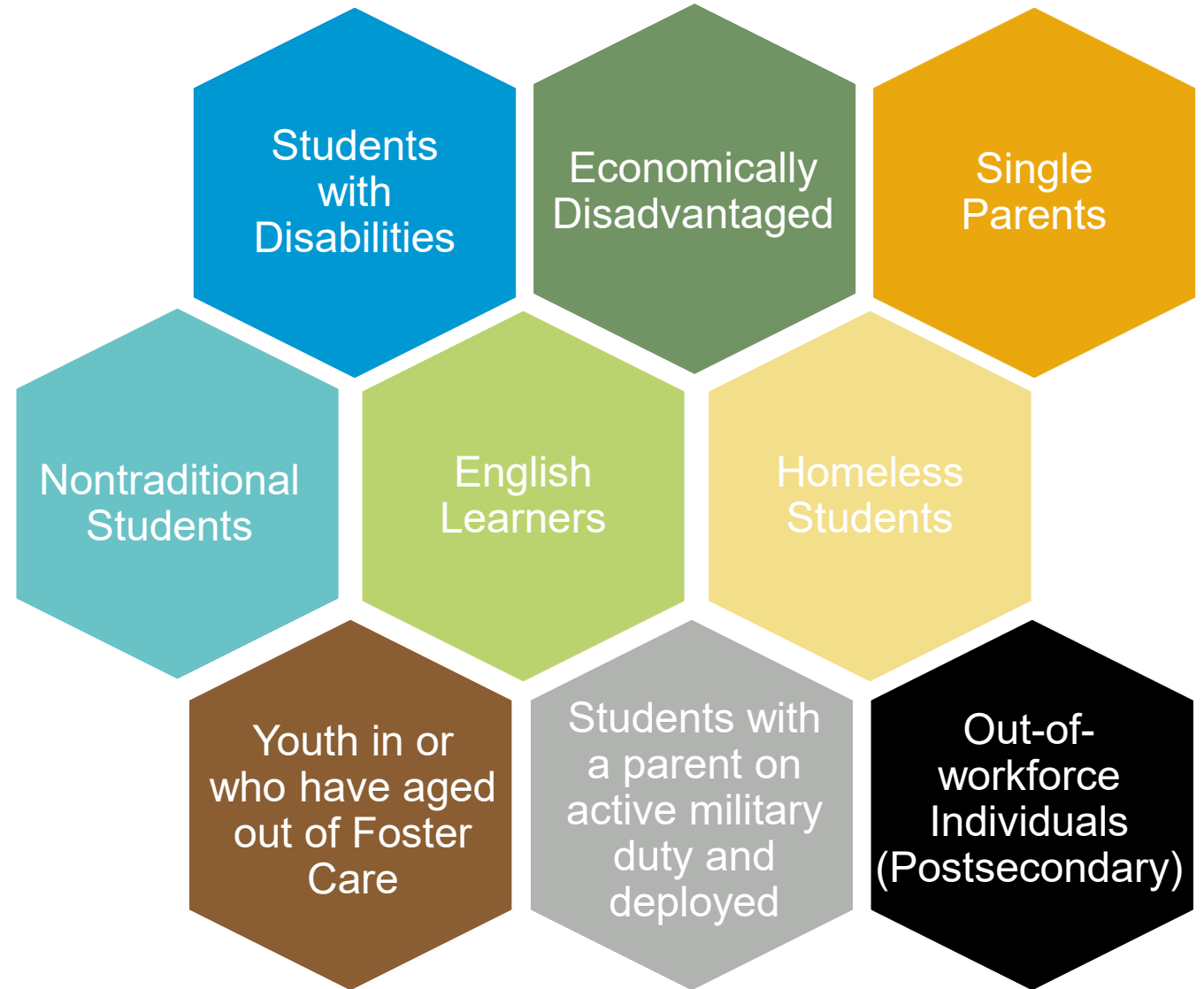
INTRODUCTION & INTENDED PURPOSE

Equitable supports for achievement in education 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.

INTRODUCTION

Perkins V asks states to make meaningful progress in improving inequities for students in special population groups.



EQUITY FOR EACH COMPETITIVE GRANT

- Perkins V allows states to use the reserve fund for competitive grants to improve equity gaps.
- Ohio Perkins V reserve fund is approximately \$1.6 million.
- Grants range from \$25,000 to \$200,000.

EQUITY FOR EACH COMPETITIVE GRANT

Assists in identifying and promoting promising practices for improving equity in career-technical education for students in special population groups and subgroups.

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.

EQUITY FOR EACH COMPETITIVE GRANT

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.

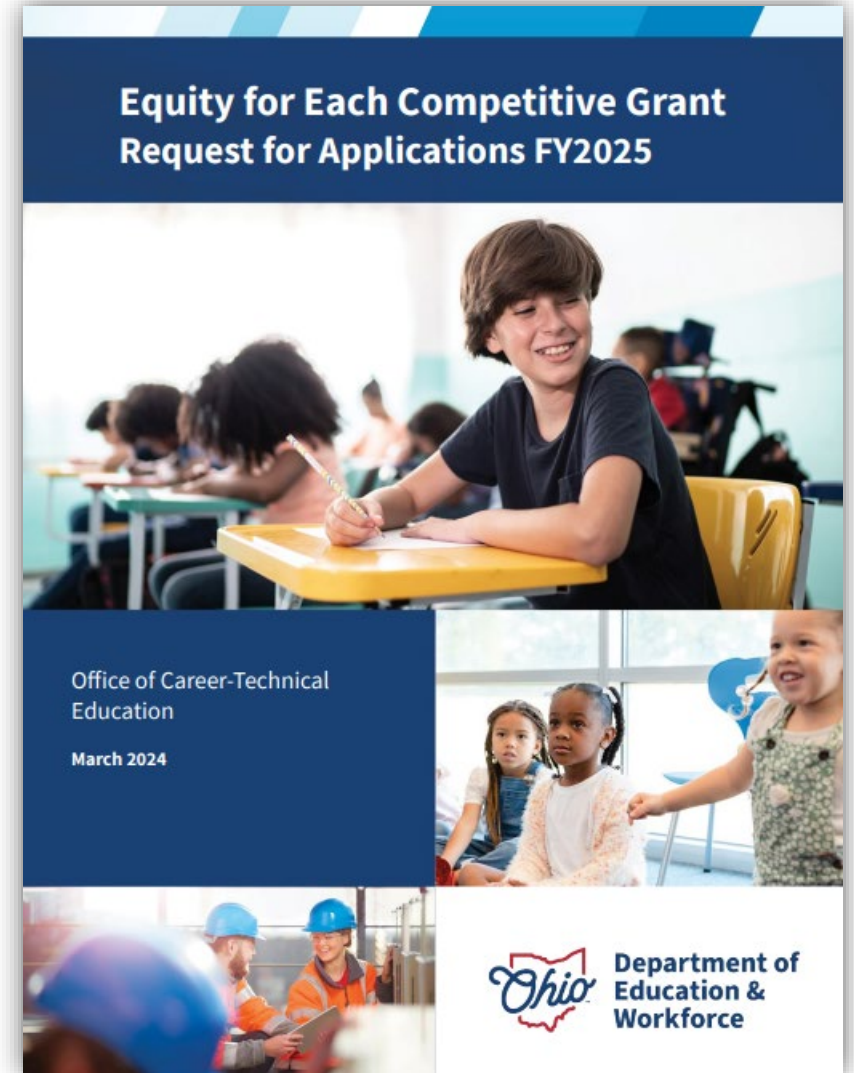
Secondary eligible entities must have an approved CTE-26 career pathway application and postsecondary must have an approved program that receives Perkins funds for the year of the grant application.

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.

EQUITY FOR EACH APPLICATION

- [Application is found online on the career-technical education Equity webpage](#)
- The application is available in PDF and as a Word document; either can be uploaded into CCIP.

***There are changes from previous applications.**



ALLOWABLE & PREVIOUS USES

ALLOWABLE USES

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

Perkins V Allowable Expenditures

- Administrative Costs
- Career guidance and counseling
- Communication costs (publications, postage)
- Compensation for instructors (salaries, wages, fringe benefits) - three-year maximum
- Contracted services
- Career-Technical Student Organization advisor costs (advisor extra-duty pay/stipend and advisor travel) Conference/competition registration, travel, lodging Funding may not be used to pay for student membership dues.
- Curriculum development
- Displays, demonstrations and exhibits of career-technical education coursework and projects
- Equipment and **supplies for approved career-technical education instruction
- Instructor travel, meals lodging for approved career-technical education travel identified in current year Perkins plan
- Marketing and outreach activities (newspapers, radio, TV, magazines)
- Meetings and conferences must be properly documented and follow all basic cost principles
- Institutional memberships and subscriptions - membership must be for the position, not the person
- Professional development costs
- Professional service costs (consultants)
- Program evaluation
- Publication and printing costs
- Remedial services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices)
- Perkins dollars may not be used to fund remedial courses (courses designed to provide instruction in reading, writing and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in career-technical education courses)
- Rental/lease costs of buildings and equipment
- Stipends
- Substitute teachers (salary and benefits) -time and effort reporting still required for substitute teachers
- Teacher in-service
- Transportation costs (associated with excursions and extended learning opportunities tied directly to career-technical education coursework)

** Purchasing consumable items that support the day-to-day instructional programs and have a shelf life of less than one year are unallowable. Examples of consumable items include pencils, paper, printer cartridges, soil, plants, label makers and other items consumed or worn out with use.

PREVIOUS USES OF THE GRANT

Over the course of two years receiving the grant, the recipient **created two new positions to assist in the development and placement of students into desired pathways.**

The recipient further leveraged the grant to establish key relationships with employers to address the equity gap for students in special populations.

This relationship demonstrated how the recipient was able to elevate results year-over-year by taking vital steps in the first year and using continuous improvement strategies to build upon those successes.

PREVIOUS USES OF THE GRANT

The recipient's strategy was to address the equity gap on WebXams through the implementation of literacy building programs including:

- Instructional staff professional development – in-person and virtual
- Summer bootcamp to assist students in acclimating to the environment and begin understanding key learning strategies
- Availability of after-school tutoring
- Subscriptions to key learning materials for teachers and students
- Availability of interpreters for students

PREVIOUS USES OF THE GRANT

All students at this school were in a special population student group with 100% being economically disadvantaged. The recipient sought an expansion to support the students in attaining high-skill, in-demand jobs.

Funds went toward expanding the IT career pathway and were intended to be used for contracting with external providers to support development, alignment, and integration of relevant WBL experiences for all participating students.

Also, the recipient:

- purchased necessary software,
- acquired curriculum,
- held instructor training and professional development,
- started a program to encourage nontraditional participation in IT, and
- hands-on activities for 10th graders to prepare them for jobs with local business partnerships.

GRANT APPLICATION

APPENDIX A: ADMISSION CRITERIA FOR CTE PATHWAY

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.

Examples of admissions criteria that must meet this test are past academic performance (GPA), record of disciplinary infractions (behavior), counselors' approval, teachers' recommendations, interest inventories, high school diploma (postsecondary) 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.

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	

APPENDIX A: EQUITY GAP CURRENT STATUS & DATA SOURCE

The equity gap should be a **statement** and 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
- 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.

Scoring weight: 35%

Equity Gap Current Status & Data Source

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,
- another student group,
- or the same group on a state or national level.

Background or strategy does not need to be included in this simple statement of fact.

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

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.)



DATA SOURCES

Quantitative Data: Numbers

- Public Data
- Secure Data Center Reports
- Equity Lab Reports
- Job Data Reports
- WebXam Reports
- Any Local, State or National Data

Qualitative Data: Descriptions

- Interviews
- Testimony
- Surveys
- Observations
- Notes

APPENDIX A: PROPOSED STRATEGY TO IMPROVE EQUITY GAP & NEED 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.
- Include approximately how many students will benefit over the next five years from this strategy.

Scoring weight: 35%

<p>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>	
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APPENDIX C: BUDGET WORKSHEET

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

All requested funds must be directly aligned to the Budget and Budget Narrative and must also be uploaded in CCIP when submitting the application.

Applicants must transfer the information contained in the Budget Worksheet (Appendix C) into the CCIP system, including the total sum requested for the grant.

Scoring weight: 10%

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



GRANT TIMELINE – FY25

**April 1 –
May 15, 2024**

- Application window open in CCIP

**May 16 –
May 31, 2024**

- Notifications for incomplete applications

**Prior to
July 1, 2024**

- Notifications of awards via email, website, and newsletter

July 1, 2024

- Substantially approved date in CCIP

Jan 31, 2025

- Interim grant monitoring survey due

June 30, 2025

- Final grant monitoring survey due
- Grant funds must be obligated

Sept 30, 2025

- All funds liquidated.
- FER submitted in CCIP.
- Check option for Carryover, if needed.

SUGGESTED & POTENTIAL USES

- Program that includes tours and career exploration in a postsecondary school for all juniors or all high schools in the area.
- Support service program for students transitioning to postsecondary CTE.
- Any program that can improve CTE student engagement or experience.
- Summer camps that support special population enrollment.

GRANT WRITING TIPS & SUGGESTIONS

Tips for Effective Grant Writing

1. Make clear connections using data.

2. Use relevant and current data.

3. Use the rubric to answer the questions.

4. Cite the data you are using.

5. Keep it simple – Quality over quantity.

6. Requested funds are proportionate to students.

Tips for Effective Grant Writing

Tips for Effective Grant Writing

7. Do the math – don't guess how much money you will need.

8. Align the budget to your strategy.

9. Do not submit the application with simple errors or typos.

More Tips for Effective Grant Writing...

10. Hold on the appendices – if it isn't being requested, no need to upload it.

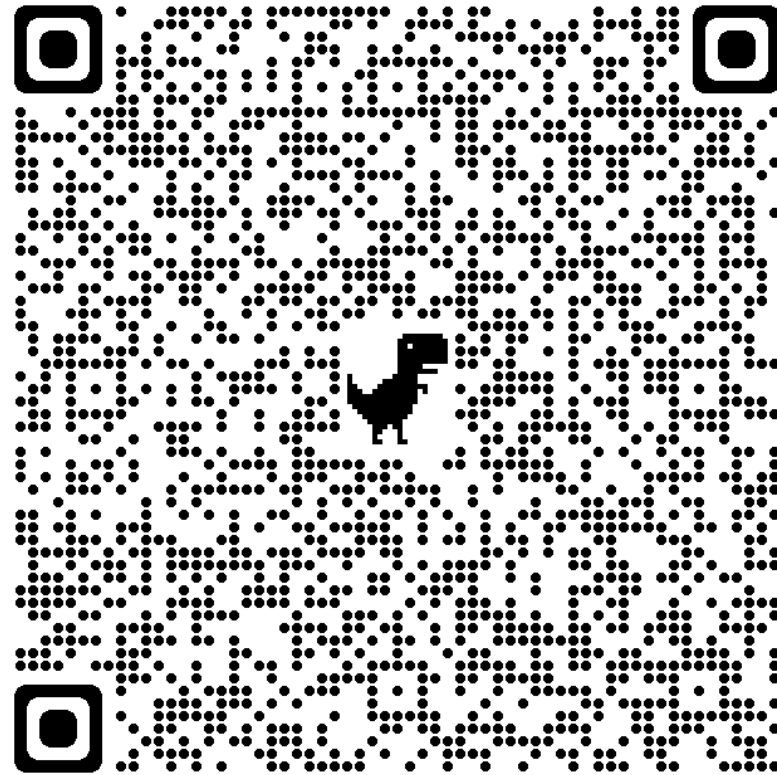
11. Make letters of support meaningful or leave them out.

12. Clearly state how requirements for priority scoring are met.

13. Be timely to get as much internal feedback as possible and to ensure systemic support.

14. Incorporate DEW priorities into the grant strategies.

TIPS FOR EFFECTIVE GRANT WRITING



QUESTIONS?

EDUCATION.OHIO.GOV

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