Expanding Opportunities for Each Child

Request for Applications

MARCH 2019

Ohio | Department of Education

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INTRODUCTION

The **Expanding Opportunities for Each Child** grant is designed to expand access to and enrollment in advanced coursework for low-achieving students and students from low-income families through the development of career pathways, Advanced Placement and International Baccalaureate opportunities. These grants should support and align to local continuous improvement plans. Awarded applications will receive three years of funding.

OHIO'S STRATEGIC PLAN FOR EDUCATION

Each Child, Our Future is Ohio's strategic plan for education. The plan's purpose is to lift aspirations, create hope and excitement, guide development of state-level education policies and promote high-quality educational practices across the state. The vision in *Each Child, Our Future* states:

> "In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."

The vision sets a direction for the state's education system and its partners. The aligned goal reflects student success one year after completing a high-quality and supportive preK-12 education experience. Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Stakeholder feedback emphasized that Ohio has inequity in opportunity and achievement among students. The strategies in this plan are designed to address those inequities and help Ohio achieve its proposed goal.

Changes in federal legislation have provided Ohio much more flexibility in the use of federal funds and opportunities to support this strategic vision.

FLEXIBILITY IN ESSA

The Every Student Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), provides many opportunities for states, districts and schools to innovate while also removing some of the prescriptive federal barriers.

To support innovation, states can use up to 3 percent of Title I, Part A funds for a competitive grant for districts to expand access to advanced coursework and educational options for students. The grants are designed to increase educational options for students who attend struggling schools and are from low-income families; increase parent and family involvement in the selection of expanded educational activities and choice; and provide opportunities for districts to work and partner in innovative ways to provide interventions and expand opportunities to students.

Districts may use up to 1 percent of their awarded funds for outreach and communication to families and up to 2 percent to administer the program — leaving at least 97 percent of awarded funds being dedicated to one or more of the approved activities described in the Grant Focus Area section of this request for applications. These funds are for the development or expansion of programs and should not be used to supplant other federal funds.

CURRENT OPPORTUNITY

This is the second round of the Expanding Opportunities for Each Child grant. It is intended to support districts and community schools that can demonstrate current planning for career pathway programs or expansion of access to Advanced Placement or International Baccalaureate coursework and will be prepared to implement those plans starting with the 2019-2020 school year. Districts that received awards in the first round of this competition **are** eligible to receive awards in the current round of this competition for a different initiative than that awarded in round one.

Future rounds of this opportunity will expand the allowable uses and allow for additional planning time for districts to prepare to implement these expanded options — with the next round planned for fall 2019.

GRANT FOCUS AREAS

The Expanding Opportunities for Each Child grant seeks to expand access to advanced coursework and promote the development of career pathway opportunities for students from low-income families. Applicants may apply for one or both of the following areas: 1) career pathway program development; and 2) access to advanced coursework. All applications must demonstrate how the proposed initiative aligns with the district's continuous improvement plan (as part of the Ohio Improvement Process), increases access to opportunities for students from low-income families, and how the program improves student outcomes, including participation, performance and graduation.

A career pathway is a collective look at education and training, wage and outlook information for related occupations. These pathways can be implemented as early as seventh grade and be customized for any ambition or plan. Applications for career pathway development must lead to an industry-recognized credential, in turn aligning to a graduation pathway. Learn more about Ohio's career pathways that lead to approved industry-recognized credentials here.

Advanced coursework in this grant cycle includes Advanced Placement and International Baccalaureate coursework. Applications for implementing advanced coursework must focus on expanding access and enrollment for each student, including the lowest-achieving students and students from low-income families.

CAREER PATHWAYS DEVELOPMENT AND EXPANSION (OPTION 1)

The goals of this option are to expand access to high-quality career pathways and increase enrollment in high-quality career pathways for students in in-demand and emerging sectors. This option will focus on providing districts and schools funding to create or expand career pathway programs that result in students earning industry-recognized credentials and services within high schools and/or extend opportunities to middle grades. Funds could be used to establish the systems necessary to provide one or more career pathways to students — funding contract instructors, professional development or training, equipment, materials and ongoing expenses. Funding cannot be used to sustain programs already in place in a school or district.

Below are selected tools that may help applicants plan for career pathway development and expansion:

- Ohio Means Jobs' In-Demand Careers List
- Ohio Means Jobs' Employment Projections Tool

Career pathways applicants should:

- Demonstrate alignment to in-demand job sectors or new and emerging fields as reflected in labor market data;
- Describe program implementation, including the courses and experiences that will make up the career pathway program. If the applicant is implementing a new pathway outside of an approved career-

technical education-funded program, the pathway must align to an identified need in the labor market and have measures in place to demonstrate program quality;

- Describe workforce gaps identified as a factor for implementing a new pathway. If the applicant is implementing a new pathway outside of an approved career-technical education-funded program, the pathway must have measures in place to demonstrate program quality and how it leads to an industry-recognized credential;
- Describe in detail initiatives and relevant activities in the Comprehensive Continuous Improvement Plan (CCIP) and demonstrate how this program will align to those priorities;
- Describe how this program will increase opportunities for students from low-income families and how these opportunities will be communicated to families;
- Include a comprehensive start-up and sustainability plan for the initiative beyond the start-up round;
- Demonstrate stakeholder engagement that includes input from business and other community partners;
- Establish expectations for student-level outcomes. Applicants must specify how many students will participate in the program in each grade and the knowledge, skills and credentials each participant should attain through the initiative; and
- If the applicant is applying for a grant to offset credentialing costs for students, the application must demonstrate that the credentials being earned and funded are connected to a student's graduation pathway and tied to increasing graduation rates and individual student success.

ADVANCED COURSEWORK (AP/IB) ACCESS AND SUCCESS (OPTION 2)

This option will focus on providing funding necessary to increase advanced course offerings for students, including training or materials, as well as providing reimbursements to students of low-income families to cover exam or course fees. Reimbursements are allowed as part of expansion efforts only (for example, adding new course offerings or substantially increasing access of existing programs). This should complement state-provided Title IV reimbursements. If a district is using state and local funds to reduce the cost of taking AP/IB exams, it would need to consult with the Office of Federal Programs to determine if Expanding Opportunities for Each Child grant funds could be used (as it would with Title IV-A funds).

Advanced Coursework (AP/IB) applicants should:

- Demonstrate how the initiative will expand access to advanced courses;
- Describe in detail initiatives and relevant activities in the Comprehensive Continuous Improvement Plan (CCIP) and demonstrate how this program will align to those priorities;
- Describe how this program will increase opportunities for students from low-income families and how these opportunities will be communicated to families;
- Establish expectations for impact on student participation and performance;
- Establish goals for increasing student performance on tests associated with advanced courses, as well as increased participation;
- Include the strategies that will be used to increase student performance on associated tests; and
- Demonstrate the intent to reduce or eliminate fees paid by families.

GENERAL INFORMATION

All questions regarding this opportunity should be directed to eoecgrant@education.ohio.gov or Thomas Capretta at (614) 752-1615.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The deadline for the application for the **Expanding Opportunities for Each Child** grant is April 4, 2019, at 5 p.m.

- Applications must be received via the Department's CCIP system by 5 p.m. on April 4, 2019;

- The submitted application must include the signature of the governing authority (school board), superintendent and treasurer of the district or community school; and
- Applications submitted after the deadline of 5 p.m. on April 4, 2019, will not be accepted.

Funds awarded for year one will have the period of availability automatically extended from June 30, 2019, until Sept. 30, 2019, and any unspent funds can be carried over into year two. Funds awarded for year two and year three each have a period of availability limited to the fiscal year in which they are awarded, and carryover is not allowable. Funds not spent by the end of year two and/or year three will be no longer be available. Funds not committed may be returned to the Ohio Department of Education.

ELIGIBLE APPLICANTS

All local education agencies (including traditional districts and community schools) are eligible to apply. Awards will be prioritized based upon highest percentage of Priority and Focus schools and quality of proposal in relation to improvement plans. Ohio also will consider the geographic diversity of awarded applications.

FUNDING PRIORITY

These activities should be aligned to the school improvement activities in a school's or district's school improvement plan described in the application. Grant proposals will be scored and awarded based on their overall quality. Awards will be prioritized based upon highest percentage of Priority and Focus schools and quality of proposal in relation to improvement plans.

APPLICATION TIMELINE

Date	Activity
Friday, March 8, 2019	Announcement and release of application
Wednesday, April 4, 2019; 5 p.m.	Application closes
Monday, April 8, 2019	Application review begins
May 2019	Award notification
May 2019	Funds available through the CCIP

Those applications awarded will have a substantially approved date aligned to the date the application was submitted. Grant activities done prior to award notification but after the substantially approved date can be charged to the grant. Districts not awarded funds under this opportunity will be liable for any funds spent during this period toward this project.

FUNDING

Funding for the Expanding Opportunities for Each Child grant application is based on three years of funding. The maximum funds available to a district or community school will be based on the tables below.

The following chart shows the maximum amount possible per area of focus. Applicants may apply in both areas but must file separate applications addressing each area. Funding for advanced coursework expansions are based on the number of students annually receiving direct services from the funds provided.

Career Pathways (Option 1)

Grant Year/School Year	Maximum Request
Year 1 (school year 2018-2019) and **Year 2** (school year 2019-2020)	$250,000
Year 3 (school year 2020-2021)	$200,00

Advanced Coursework (Option 2)

Grant Year/School Year	Maximum Request Per Students Served			
	>100 direct students served	101-200 direct students served	201-300 direct students served	301 or more direct students served
Year 1 (school year 2018-2019) and **Year 2** (school year 2019-2020)	$75,000	$100,000	$125,000	$150,000
Year 3 (school year 2020-2021)	$50,000	$75,000	$100,000	$125,000

AWARD NOTIFICATION

Award notification will be sent via the CCIP to the identified superintendent and treasurer.

ALLOWABLE USES

The Expanding Opportunities for Each Child grant requires the completion of a budgetary section of the application. Budgeted activities must align with the performance measures and strategies written in the application. The budget request should only reflect allowable activities. All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for three years from the end of the grant cycle. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include, but are not limited to: invoices with check numbers verifying payment and/or bank statements; time and effort logs for staff; and salary/benefits schedules for staff. All documentation must be made available upon request.

All expenditures must be reasonable, allowable and necessary. Use good common sense when making expenditure/obligation decisions. Below is a chart indicating some of the allowable and unallowable uses of funds.

Allowable	Unallowable
Curriculum materials; supplies pertaining to career pathways; staff professional development, training and reimbursement for travel expenses; equipment purchases for instructional purposes; salary for staff while attending training; reimbursement for assessment fees; fees for industry-recognized credentials.	Programming staff salaries and benefits, such as teachers and tutors; grant writers; vehicle purchases (unless part of the creation of a career pathway and justification is provided); capital expenses, building or land; food (unless part of the curriculum supplies); building repair or renovation (unless part of the creation of a career pathway and justification is provided); transportation costs.

Any use of funds for updating facilities must be directly related to the academic programming being implemented or expanded in this grant. For example, installing an eyewash station in a career-technical classroom may be allowable because of its necessity for safety and learning. Materials necessary to convert a storage room to a classroom (for example, appropriate doors, increasing the number of electrical outlets or installing a dry erase board) are not allowable, because they would not be directly related to the execution of specific advanced coursework or career pathways.

GRANT ASSURANCES

Completion and submission of the Expanding Opportunities for Each Child grant application constitutes acceptance of all identified assurances and agreement to abide by the results of the selection process. Applicants are required to read and agree to the assurances as part of their submission documents. The assurances and signature page can be found in the grant documents online.

FINDINGS FOR RECOVERY

By law, public contracts cannot be awarded to persons or businesses against whom a Finding for Recovery has been issued and remains unresolved. The Auditor of State established a database pursuant to Ohio Revised Code 9.24 to list all persons who have unresolved findings for recovery, dating back to Jan. 1, 2001. Before entering into a public contract described above, a state agency or political subdivision is required to verify that the person does not appear in this database. Organizations or principles of organizations with unresolved findings may be ineligible to receive Expanding Opportunities for Each Child grant awards.

GRANT TERMINATION

The Ohio Department of Education reserves the right to withhold, reduce or terminate any funding award upon discovery of the following reasons including, but not limited to: violation of grant rules, violation of law, violation of program assurances, failure to respond to a noncompliance, failure to implement a corrective action plan, failure to address data or monitoring requirements, and/or failure to make corrections based on technical assistance and or violation of health, safety or civil rights.

APPLICATION INFORMATION AND DEADLINE

Applicants are required to submit a completed PDF copy of the application packet, including all required components, that conforms to the prescribed application format. The deadline for the application for the Expanding Opportunities for Each Child grant, with Authorized Representative approval, is April 4, 2019, at 5 p.m.

All applications must include completed responses to each application section in the order listed in Application Requirements and detailed in the Application Rubric. Indicate each section by requirement number and title in bold and center this information at the top of each relevant page. No individual section may exceed 4,000 characters. Number all pages and include the district's name and IRN in the header of each page. All applications are to be on standard letter-size pages (8.5" x 11), double-spaced, with one-inch margins, using Arial, 11-point font. Please convert the application to a PDF to submit in the CCIP.

Applications must be uploaded in the CCIP system by the deadline. The application checklist includes all required sections in the prescribed order. If supplemental documents or examples are to be included, please include them as an appendix with clear and consistent labeling that relates to the relevant required section.

To complete the application or to move the application through various stages of approval, users must have the following roles assigned in the Ohio Educational Directory System (OEDS):

- CCIP Authorized Representative/Superintendent will grant users full access and have final approval;

- CCIP Fiscal Representative/Treasurer will grant users full access and access to submit project requests;
- OEDSR Administrator will grant access to assign roles in the Ohio Educational Directory System;
- Data Entry Funding-CCIP will grant users update access to all funding applications;
- Program Manager will grant users access to the Compliance Monitoring System once awarded a grant.

Note: Data View Funding roles are read only.

APPLICATION REQUIREMENTS AND RUBRIC

RATING CHARACTERISTICS

Quality Rating	Score	Description
Exemplary	5	The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information relevant to the prompt or criteria. The applicant has presented strong evidence showing how the project aligns to the applicant's continuous improvement plan by providing and describing important and relevant information from the continuous improvement plan. Exemplary applications consistently and clearly describe how the project is targeted at improving student participation, performance and graduation rates. Action steps clearly support the strategies and illustrate how the program will be implemented consistently and maintain quality.
High Quality	4	Responses of high quality include persuasive evidence to support the prompt. The project strategies appear to be aligned to the applicant's continuous improvement plan from the description of their plan provided. The project supports improving student participation, performance and graduation rates. Consistency and quality of implementation is described in the action steps.
Some Quality	3	Applications with some quality include evidence to support the prompt. The project strategies are related to the applicant's continuous improvement plan from the description of important and relevant information from the continuous improvement plan, but the project strategies may not be in clear alignment. The project appears to support improving student participation, performance and graduation rates, but the rater has concerns about the quality and consistency of implementation described in the action steps.
Low Quality	2	Low quality responses include some evidence to support the prompt. The project strategies appear to be not clearly aligned to the applicant's continuous improvement plan from the description of important and relevant information from the continuous improvement plan. It is unclear how the project supports improving student participation, performance and graduation rates, and the rater has concerns about the quality and consistency of implementation described in the action steps.

Limited Quality	1	Responses of limited quality include limited or weak evidence to support the prompt. The project strategies are not aligned to the applicant's continuous improvement plan from the description of important and relevant information from the continuous improvement plan. It appears unlikely that the strategies, as described, will have significant impact improving student participation, performance and graduation rates. The rater has significant concerns about the viability of the plan based on gaps in the strategies and action steps.
Incomplete/Missing	0	The response is not provided or the response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Each requirement lists general criteria that apply to all applicants regardless of the area of focus. Some criteria are specific to the career pathways *or* the advanced coursework areas of focus and are noted clearly. For districts applying for both areas, separate applications should be filed for each grant award area. Prompts are clearly identified for each application option below. If a prompt is not labeled specifically for either option, it is required to be addressed by all applicants.

REQUIREMENT 1: APPLICATION OVERVIEW AND AREA OF FOCUS

Complete the table below to identify the area of focus for this application and describe the number of students eligible for direct services related to this project, the number of students projected to be served, the amount requested and other demographic information.

If these funds are being used to establish a program at more than one school, please create a table for each school this project will serve. *The application overview will not be scored but may be posted for public viewing on the Department's website.*

Name of School		**IRN**	
Name of District			
Improvement Status			
Application Area			
Number of Students Eligible for Project Services By Grade			
Number of Students Planned to be Served By Grade			
Percent Economically Disadvantaged By Grade			
Does your school elect the Community Eligibility Provision?	Yes ❑	No ❑	
Four-Year Graduation Rate			

REQUIREMENT 2: IDENTIFICATION AND CONTEXT

Using information from a needs assessment and other relevant information provided in your application, explain why the schools being served are in improvement status. If any schools being served are not in improvement status, explain the district identification and how the services will benefit the appropriate student population.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
1a. If the school being served is improvement status, The plan describes factors identified through a needs assessment and other information that lead to the schools being served improvement status. 1b. If the school being served is not in improvement status, the plan describes the district identification and how the services will benefit the appropriate student population.	5	4	3	2	1	0

REQUIREMENT 3: NEEDS ASSESSMENT

Describe the educational needs of the students and community. Include a description of the district's and school's engagement with families and the community (including local and regional employers and postsecondary education programs). When possible, describe any alignment to your continuous improvement plan by describing the relevant and important information in the plan.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
2. The plan describes how the district (and schools) have engaged with families, the community and other stakeholders to identify their needs.	5	4	3	2	1	0
3. The plan describes how the district (and schools) have engaged with families, the community and other stakeholders to inform the development of the of	5	4	3	2	1	0

courses related to this project.						
4. The plan describes the educational needs of students and the community, as identified in a needs assessment, including who will be served by the project.	5	4	3	2	1	0
5a. For career pathways development applicants: The plan describes the workforce gaps identified in a needs assessment and addresses the alignment of career pathways to in-demand job sectors, as reflected in the community labor market data.	5	4	3	2	1	0
5b. *For advanced coursework applicants:* Describe how the coursework selected addresses the desires of students and gaps in the current course offerings.	5	4	3	2	1	0

REQUIREMENT 4: STRATEGIES AND ACTIVITIES

Describe the evidence- or research-based strategies that will be used to increase access to high-quality career pathways or advanced coursework. Describe any alignment to your continuous improvement plan by describing the relevant and important information in the plan. Ensure that when describing any action steps or activities related to the project, they are targeted at improving student participation, performance and graduation rates

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
6. The plan addresses the **evidence- or research-based strategies** that will be used to increase access to high-quality career pathways or advanced coursework.	5	4	3	2	1	0
7. The plan addresses how the strategies align with the specific needs of the district's/school's students as they pertain to increasing access and performance identified in a needs assessment.	5	4	3	2	1	0
8. The plan addresses how the strategies selected will affect progress toward the proposed program and student goals, as well as how the program is appropriate for the students served (e.g., age, grade).	5	4	3	2	1	0
9. The plan addresses how the strategies will increase student participation and performance, specifically regarding alignment to increased graduation.	5	4	3	2	1	0

REQUIREMENT 5: IMPACT FOR STUDENTS (GOALS)

Describe the established expectations for impact on student participation and performance (by building, if the funds will serve multiple buildings in the district), including how the project is targeted at improving student participation, performance and graduation rates. When possible, describe any alignment to your continuous improvement plan by describing the relevant and important information in the plan.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
10. The plan defines the SMART goals that will lead to the expected impact the program will have on student outcomes, including participation, performance and graduation.	5	4	3	2	1	0
11. The plan describes the expected impact on student participation and performance (by building, if the funds will serve multiple buildings in the district).	5	4	3	2	1	0
12a. For career pathways development applicants: The plan describes the established expectations for student-level outcomes, specifically regarding the knowledge, skills and credentials each participant should attain through the initiative.	5	4	3	2	1	0
12b. For advanced coursework applicants: The plan describes the student-level outcomes specifically regarding knowledge, skills, access and achievement.	5	4	3	2	1	0

REQUIREMENT 6: IMPACT EVALUATION AND REPORTING

Describe plans for collecting and using data to evaluate the impact the project is having on student participation, performance and graduation rates and how progress will be shared with stakeholders. When possible, describe any alignment to your continuous improvement plan by describing the relevant and important information in the plan.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
13. The plan addresses how the district will collect data to evaluate the strategies' intended impact on student participation, performance and graduation rates.	5	4	3	2	1	0
14. The plan addresses how the district will use data to evaluate whether the strategies are having the intended effect on participation and performance, including implementation monitoring and progress monitoring at the building and district levels (community school and governing authority levels).	5	4	3	2	1	0
15. The plan addresses the district's commitment to annually share the project's progress, including student impact and SMART goals, to families and other stakeholders.	5	4	3	2	1	0

REQUIREMENT 7: INTEGRATION INTO THE CONTINUOUS IMPROVEMENT PLAN

Describe how this program will be coordinated/integrated within the Comprehensive Continuous Improvement Plan (CCIP) and how personnel will effectively engage families, students and community stakeholders in supporting the implementation. To do this, explicitly provide any important or relevant information from the CCIP in the grant application. Remember that application raters will not have access to your continuous improvement plan.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
16. The plan addresses how the work is integrated within the Comprehensive Continuous Improvement Plan (CCIP) for the district and schools to be served.	5	4	3	2	1	0
17. The plan explains how personnel will engage with families, students and community stakeholders in supporting implementation.	5	4	3	2	1	0

REQUIREMENT 8: BUDGET & JUSTIFICATION

Complete a budget and budget narrative describing how costs were estimated and how the costs are directly related to the program's implementation, including how these activities are related to all other parts of your application. Funds awarded under this opportunity should not be used to supplant other funds.

Districts may use up to 1 percent of their awarded funds for outreach and communication to families and up to 2 percent to administer the program. At least 97 percent of awarded funds should be dedicated to one or more of the approved activities described in the Grant Focus Area section of this request for applications.

If the required budget sheets (available online under grant documents) are not completed for each year of requested funding, the application will not be scored.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
18. The plan includes a budget narrative that explains how costs estimated are reasonable and efficient and how the costs are directly related to the program's implementation.	5	4	3	2	1	0

REQUIREMENT 9: SUSTAINABILTY

Describe the plan to sustain the program and services after the grant cycle. Include potential additional partnerships and linkages or funding streams and in-kind services that will enable the program to continue at the end of the grant cycle.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete

19. The plan describes realistic strategies and/or plans to maintain programs after the grant cycle.	5	4	3	2	1	0

REQUIREMENT 10: MULTI-YEAR PLANNING PROCESS & TIMELINE

Provide a multi-year timeline for the ongoing work and activities to implement the proposed program, including the related use of funds.

Response Quality	Exemplary	High Quality	Some Quality	Low Quality	Limited Quality	Incomplete/ Missing
20. The plan establishes the implementation timeline for each year of the grant that is realistic and reasonable, including checkpoints for evaluating student impact.	5	4	3	2	1	0
21. The plan establishes a timeline for the implementation of the initiative over the life of the grant. The plan describes the activities, events and projects for the use of the funds, including how funds in 2018-2019 will be used to serve students. When possible, connect details in this timeline to the budget.	5	4	3	2	1	0

APPLICATION REVIEW PROCESS

A panel of experienced, impartial readers will read, review and assess the application. The panel will review each section/item of the application for completion and fidelity using the Application Review Process. Applications must be complete to be considered for the application review. School districts and community schools should use the Application Requirements and Rubric section of this document as a guide for developing their narratives consistent with funding requirements and expectations.

The Department reserves the right to adjust a budget request, if needed, to ensure an equitable distribution of funds relative to size of school or geographic location.

COMPETITIVE GRANT READ

The Ohio Department of Education reviews all applications to ensure eligibility and application requirements are met. If an application is incomplete, it will not progress to the competitive grant read.

Applicants are responsible for ensuring all information is entered in the appropriate areas of the application. Information entered inaccurately in sections may not be recognized by the readers assigned to rate the applications. Readers are not required to search the application for additional explanation nor will readers make assumptions or interpretations about the intent of an applicant's response.

The Ohio Department of Education utilizes an independent grant reader pool made up of individuals who have been selected by the Department for their educational expertise. The Department screens and trains grant readers prior to the scoring of applications. Associates of organizations applying for a grant are not eligible to participate in the grant reader pool. The rater will assure that no conflict of interest exists between the rater and the application under consideration. The Ohio Department of Education will work to resolve any further reader conflicts.

Prior to final application calibration (scoring), Department staff will review all application scores and identify grant reader discrepancies. The grant readers will resolve discrepancies so that the rating process is as precise as possible. The scores will undergo a comprehensive analysis to determine the rating and subsequent ranking of each application.

EVALUATION

The Ohio Improvement Process (OIP) provides districts with a framework through which focused and intentional action can take place. All awarded applicants are expected to implement the OIP and conduct an implementation and progress evaluation as part of the process.

More information and resources related to the OIP can be found here.

STATE EXTERNAL EVALUATION

Grantees are required to participate in any state external evaluation activities, as applicable, and agree to this by submitting their application.

PROGRAM COMPLIANCE MONITORING

Grantees will be monitored for program compliance, as well as fiscal compliance by the Department and its Office of Federal Programs. Grantees are required to meet all reporting requirements. Grantees will be required to work within the support schools tool at both the building and district levels or community school and governing board levels to provide ongoing evidence of implementation and progress, including adult indicators and student impact benchmarks as described in the application.

For more information regarding the support schools tool, please view the user guide here.

ADDITIONAL RESOURCES

The following grant documents and resources are available online at https://education.ohio.gov/EOEC:

1. Application Checklist and Signature Page;
2. Budget Worksheet;
3. Assurances and Signature Page (Community Schools Only).

FAQ

Application and Submission

1. **What is the process for applying?** Districts must complete the application documents with approval from the governing board, superintendent and treasurer. The application must be uploaded in the CCIP by 5 p.m. on April 4, 2019.

2. **When is the application due? Will late applications be accepted?** The application is due by 5 p.m. on April 4, 2019, and late submissions will not be accepted.

3. **Can districts collaborate to submit a joint application?** Districts may collaborate on their submissions. Pending the arrangement between districts, a single application from the district serving as the fiscal agent may apply, or the districts may submit individual applications for their contributions to the work and the funds being requested will be unique to each district. In both cases, the narrative should include a clear description of the collaboration and relevant information should be included throughout the application regarding the collaboration.

4. **Who should I contact with questions about this opportunity?** All questions may be emailed to eoecgrant@education.ohio.gov, which is monitored daily, or you may call Thomas Capretta at (614) 752-1615. Once the grant competition opens, the Department cannot address questions related to the grant application.

Eligibility

1. **Who can apply?** The district or community school should apply on behalf of the schools they intend to serve. All districts and community schools are eligible to apply as long as they do not currently have unresolved findings with the Auditor of State.

2. **How does geographic diversity impact eligibility?** All districts and community schools are eligible to apply. All grants will be awarded based on quality, but geographic diversity of the awards will be considered.

Expenditures

1. **Can services be provided via distance learning?** Yes, services can be provided via distance learning.

2. **Can funds be used on translation services?** Districts may use up to 1 percent of their awarded funds for outreach and communication to families and up to 2 percent to administer the program. Funding translation services for outreach and communication is allowable through the administration dollars awarded. If translation services are required for students (such as translated materials), the grant funds requested can be used and should be addressed through narrative and budget details.

3. **Can funds be used to provide career pathways to our middle grades?** Yes, funds can be used to expand career pathways to middle grades.

Funding and Carryover

1. **Are there any carryover funds for Expanding Opportunities for Each Child?** The first year of funds have carryover. While year two and three do not allow for the carryover of funds. This means if you are awarded year one funds in FY19, those funds can be carried over into FY20. However, if you are awarded funding during FY20, those funds cannot be carried over into FY21.

Grant Scoring and Awards

1. **How many readers score a grant application?** Each grant application will be read and scored by at least three readers.

2. **Will the application be read even if a piece is missing?** The Ohio Department of Education reviews all applications to ensure eligibility and application requirements are met. If an application is incomplete,

it will not progress to the competitive grant read. Additionally, applicants are responsible for ensuring that all information is entered in the appropriate areas of the application. Information entered inaccurately in sections may not be recognized by the readers assigned to score the applications.

3. **When will districts be notified of successful applications?** Districts will be notified in May of 2019. The superintendent and treasurer will receive notification through the CCIP.