**E4E Competitive Grant**

**Request for Applications FY2026**

Office of Career-Technical Education

**March 2025**

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## Perkins V Legislation

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is a reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) which continued Congress’ commitment to providing over a billion dollars annually for career-technical education (CTE) programs supporting students in secondary and post-secondary education.

The Perkins V law section 112 (c) allows the state of Ohio to award competitive grants made available from the Perkins V reserve funds to local recipients as described:

An eligible agency may award grants to eligible recipients for career and technical education activities described in sections 135—

1. in –
   1. rural areas;
   2. areas with a high percentage of CTE concentrators or CTE participants;
   3. areas with a high number of CTE concentrators or CTE participants; and
   4. areas with disparities or gaps in performance as described in section 113(b) (3)(C)(ii)(II); and,
2. in order to:
   1. 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,
   2. 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.

## E4E Competitive Grant Introduction

The E4E competitive grant assists recipients and the Ohio Department of Education and Workforce and the Ohio Department of Higher Education, in identifying and promoting promising practices for continuously improving career-technical education delivery and may support recipients in the ongoing development and alignment of local data collection systems to improve data-driven decision-making and strategic planning.

The state of Ohio is committed to improving 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 Office of Career-Technical Education at the Department of Education and Workforce and the Perkins V team at the Department of Higher Education assists local recipients in analyzing and identifying gaps in their local concentrator, participant, and performance data in regional technical assistance, annually. 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 Data Report. Quantitative data is made available to postsecondary recipients through their annual Perkins Report.

## Conflicts of Interest

As a nonprofit or public benefit entity receiving public funds, recipients must avoid conflicts of interest when administering grants and entering 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](http://codes.ohio.gov/orc/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 secondary entities must have an approved CTE-26 workforce development career pathway application for the year of the grant application. Eligible postsecondary entities must have approved career-technical education programs through the Ohio Department of Higher Education.

*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.*

## Admission Criteria

According to the federal [1979 Guidelines for Vocational Education](https://www2.ed.gov/about/offices/list/ocr/docs/vocre.html) 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 exist that are deemed unnecessary to participate.

## Data Sources

Each application **must demonstrate a gap** in a CTE student group accessing, performing, or achieving outcomes 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 and Workforce data including Career-Technical Education 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 and Workforce website, any data available from the Ohio Department of Higher Education, or any local or national data that is applicable.

## Application Timeline

The E4E competitive grant application window opens **April 1, 2025,** and closes **May 15, 2025**. Recipients will be notified of award before **July 1, 2025**, with grant funds substantially approved date of **July 1, 2025**. **Applications**, **budget, budget narrative,** and **supporting documentation** must be uploaded and entered through the [**One Funding Application (OFA)**](https://edstepsqa.education.ohio.gov/onefunding/ofa-dashboard).

Expenditures must be committed by **June 30, 2026**, and fully claimed by **September 30, 2026**. Carryover is allowed for 12 months, until **June 30, 2027**.

If awarded funds are not fully committed by **January 31, 2027**, the Ohio Department of Education and Workforce reserves the right to request the recipient return the balance of awarded funds.

## Total Funding Amount

Approximately **$1.6 million** is available for the E4E competitive grant. The Ohio Department of Education and 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](https://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Career-Tech-Planning-and-Funding/FY24-Perkins-Regulations-and-Allowable-Use-of-Funds-Guidance.pdf.aspx?lang=en-US).

# 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 measure changes in the identified 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, 2026**, and claim all grant funds by **September 30, 2026.** Carryover is allowed until **June 30, 2027**.

## 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, 2025, to be completed by **January 31, 2026**.

The Final Grants Monitoring survey will be sent via e-mail to all grant contacts by June 1, 2025, to be completed by **June 30, 2026**. 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 administrator as described in the survey.

The Final Expenditure Report (FER) must be submitted by **September 30, 2026,** through the One Funding application. If the recipient is carrying over funds, the FER must have the Carryover option checked 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 and 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 B). An average of 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 grant scoring process prioritizes applications that:

* emphasize collaboration between secondary and postsecondary schools,
* seek toemploy strategies that focus on promotion or expansion of programs of study aligned with state-identified high-skill, high-wage, and in-demand occupations,
* seek to implement strategies for improving access to Work-Based Learning or postsecondary apprentice/internships, and/or
* seek to implement strategies to attract and retain competent teachers and promote policies to ensure the addition of program staff who reflect the population of the school or district.

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

# Application Submission Directions

Applicants must upload the official E4E Competitive Grant Application (Appendix A), enter the Budget Grid and Narrative, and upload any supporting documents into the [**One Funding Application (OFA)**](https://edstepsqa.education.ohio.gov/onefunding/ofa-dashboard) for an application to be considered complete.

## One Funding Application

The [**One Funding Application (OFA)**](https://edstepsqa.education.ohio.gov/onefunding/ofa-dashboard) 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 E4E competitive grant application, applicants will only use the Funding Application that contains the budget, assurances, and budget upload sections.

A grant applicant must have an **[OH|ID portal account](https://ohid.ohio.gov/wps/portal/gov/ohid/login),** Information Retrieval Number, and designated roles in the Ohio Educational Directory System to access the [**One Funding Application (OFA)**](https://edstepsqa.education.ohio.gov/onefunding/ofa-dashboard).

## Budget

Applicants must enter information into the Budget Grid and Narrative in the [**One Funding Application (OFA)**](https://edstepsqa.education.ohio.gov/onefunding/ofa-dashboard), including the total sum requested for the grant.

# Appendix A

### E4E 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

**Does the grantee have admission criteria for CTE?**

□ Yes

□ No

### E4E: Proposal for Grant

|  |  |
| --- | --- |
| **Name of Institution/District** |  |
| **Project Title** |  |
| **Approved CTE-26 Pathway or Approved Postsecondary CTE Program Aligned to Student Group Gap**  *CTE-26-approved Career-Based Intervention or Industry Credential Only Programs are excluded from receiving funds through this grant.* |  |
| **Student Group Gap Current Status and Data Source**  The gap should be a **statement** supported by cited data demonstrating a disparity for a specific special population or subgroup when **comparing** to:   * all students, * another student group, * or the same group on a state or national level.   **Background or strategy should not be included in this simple statement of fact.**  *Example:*  *According to the 2020 ODE CTE 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.)* |  |
| **Proposed Strategy to Improve Gap and Need for Funding**  Explain the strategy that will be implemented to improve the student group 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 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 or approved postsecondary program. **Please include approximately how many students will benefit from this proposed strategy over the next 5 years.** |  |
| **Anticipated Goal(s) for Implementing Strategy**  This should be **one (1) sentence** that summarizes the reasonable anticipated goal and should reference the improvement of the student gap. Please use S.M.A.R.T. goal format:  S- Specific, M- Measurable, A-Attainable, R- Reasonable, T-Timely  *Example:*  *By December 2025, concentrators who are students with disabilities in the culinary pathway will graduate at a rate of 84%.* |  |
| **Describe how the strategy actively demonstrates a partnership with a secondary/postsecondary education partner?** |  |
| **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.** |  |
| **Describe how the strategy seeks improving access to Work-Based Learning or postsecondary apprentice/internships.** |  |
| **Describe how the strategy seeks to attract and retain competent teachers and promote policies to ensure the addition of program staff who reflect the population of the school or district.** |  |

**Measurement of Progress, Action Plan and 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 achieve 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**  *(As described above; use one row per outcome, add more rows as needed.)* | **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

### E4E Grant Application Scoring Rubric

|  |  |
| --- | --- |
| **Applicant:** | **Applicant IRN:** |
| **Reviewer:**  **A**  **B**  **C** | **Total Amount Requested:**  **$** |
| **Approved CTE-26 Pathway 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, are the admission criteria deemed necessary for participation? **☐ YES ☐ NO ☐ N/A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Weight** | **Rating (1-4)** | | **Extended Score** |
| Student Group Gap Current Status and Data Source | 35 |  | |  |
| Proposed Strategy to Improve Student Group Gap and Need for Funding | 50 |  | |  |
| Anticipated Goal for Implementing Strategy | 5 |  | |  |
| Measurement of Progress, Action Plan and Sustainability Plan | 5 |  | |  |
| Budget Worksheet Aligns to Funding Request | 5 |  | |  |
| **Total Application Score** | | | |  |
| **Demonstration of Partnership** | 1 2 3 | | **Total Multiplier** *(4x-12x)* |  |
| **Alignment to HS/HW/ID** | 1 2 3 | |
| **Work-Based Learning** | 1 2 3 | |  |
| **Attract CC Teachers** | 1 2 3 | |  |  |
| **FINAL SCORE** | | | |  |

|  |  |  |
| --- | --- | --- |
| **Student Group Gap Current Status and Data Source:** Has the applicant detailed the student group gap and linked or attached a data source demonstrating the gap? | | |
| **Review Criteria:** The gap should be a statement supported by cited data demonstrating a disparity for a specific special population or subgroup when comparing to all students, another student group, or the same group on a state or national level. Background or strategy should not 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 Student Gap and Need for Funding:** Do the proposed strategy and need for funding align to improving the gap? | | |
| **Review Criteria:** The proposed strategy is thoroughly explained, and implementation is aligned directly to improve the 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 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 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 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 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 gap, proposed strategy and SMART goal. | 4 |
| **Reviewer Comments:** | | |

|  |  |  |
| --- | --- | --- |
| **Measurement of Progress, Action Plan and 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** |
| 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. |
| Marginally Developed | The response meets some of the established criteria but is missing considerations for one or more areas. |
| Adequately Developed | The response meets the established criteria, but would benefit from additional information, explanation, or detail in one or more areas. |
| Well Developed | The response meets the criteria established and demonstrates the applicant’s thorough alignment of the proposed budget to the requested funds. |
| **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 strategy focus on implementing strategies for Work-Based Learning or postsecondary apprentice/internship for special populations (e.g. WBL Coordinator, tracking system, career services personnel, etc.)** | **1** | **2** | **3** |
| **Little to No Alignment** | **Moderate Alignment** | **Significant Alignment** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Does the strategy attract and retain competent teachers and promote policies to ensure the addition of program staff who reflect the population of the school or district?** | **1** | **2** | **3** |
| **Little to No Alignment** | **Moderate Alignment** | **Significant Alignment** |