



**Department of
Education &
Workforce**

Charter School Facilities Incentive Grant

Request for Application – Part 2: **Application Narrative and Grantee Expectations**

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Office of Community Schools



**Department of
Education &
Workforce**

Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

Education priorities



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

AGENDA

1. Grant Intent, Purpose, and Goals
2. Application Narrative
3. Required Documents
4. Priority Preferences
5. Review Process
6. Other RFA Webinars
7. Questions

HOUSEKEEPING

- Webinar will be recorded and posted to the grant webpage
- Cameras and microphones are disabled for the beginning
- AI notetakers will be removed from the meeting
- Post questions in the chat
 - We will use your questions to add to the FAQs
- If you have questions, please email
CommunitySchoolGrants@education.ohio.gov

CFIG INTENT AND PURPOSE

- CFIG is intended to **expand access to high-quality community school facilities** for students, with a particular focus on serving students who are **educationally or economically disadvantaged**, located in **areas with underperforming schools**, and/or in **rural communities**.

OHIO'S CFGIG GOALS

1

Increase the number of seats available in high-quality community schools in Ohio's areas of greatest need;

2

Incentivize community schools to provide Career Technical Education (CTE) and workforce development programming by providing resources for facility expansion or design; and

3

Ensure adequate facility support for high-quality community schools in the state.

ALLOWABLE ACTIVITIES

Funding may be used on the following allowable activities for charter school facilities to meet one or more of the grant's objectives:

- Rent
- Purchase of a building or land
 - Community schools may not use these grant funds for purchasing land when they have no immediate plans to construct a building on that land. Immediate is defined as within 12 months.
- Construction
 - Indirect costs for construction activities are not an allowable use for this subgrant.
- Renovation of an existing school facility
- Leasehold improvements
- Debt service on a school facility (mortgage payments only); or
- Administrative expenses (capped at 2.5% percent of the award)

Supplement, Not Supplant Requirement

- CFGF funds must supplement (add to, enhance, expand, increase, extend) the programs and services offered with state and local funds.
- Federal funds cannot be used to supplant (take the place of, replace) the state and local funds used to offer those programs and services.
- State and local funds cannot be diverted for other purposes when federal funds are available.

ALLOWABLE ACTIVITY REQUIREMENTS

- Must be aligned to the intent and purpose of the grant
- Must be aligned to the grant application
- Must be aligned to State laws and requirements
- Must follow Supplement, Not Supplant Guidelines
- Must follow all construction laws and requirements
- Must also be considered reasonable, necessary, and allocable

QUESTIONS?

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One Funding Application: Application Narrative

Application Narrative Questions

Nine questions total:

- Seven questions for every applicant
- Two questions specifically for applicants that are expanding, creating, or updating CTE or workforce facilities

Be concise. Text boxes have a 5,000-character limit and your attachments are not your answers.

Application Narrative Questions #1-3

Everyone must answer these questions:

1. Select the activity(ies) for which you are applying for funds
2. Describe how you are going to use the CFGF funds
3. Estimate the number of seats that will be added with CFGF funds

Application Narrative Questions #7-9

Everyone must answer these questions:

7. Will the proposed use of CFGF funds reduce ongoing facility costs?
 - If yes, briefly describe how facility costs will be reduced.
8. If the school is awarded CFGF funds, detail your specific anticipated student outcomes. Please provide the anticipated student outcomes in the SMART goal format.
9. Describe the school's sustainability plan to continue program offerings once CFGF funding is no longer available.

Workforce Development-Specific Questions #4

#4 - Will the funds be used to create, expand, or update CTE or workforce development facilities?

- If yes, this will prompt the next two sets of questions.

Workforce Development-Specific Questions #5-6

#5 – If funds will be used to create, expand, or update career-technical education or workforce development facilities, please provide the following:

- a) A list of the projected pathways, programs of study, and/or credential programs that will be added
- b) Projected timeline for when students can enroll in the new or expanded workforce facility
- c) The estimated number of students served by workforce or CTE programming offered in the new or updated facility
- d) How will your new or expanded workforce facilities align to the regional plan, local job market needs, and in-demand occupations? Include details on how and when you consulted with employers, industry and trade associations, and other local stakeholders.
- e) In preparation of this application and future planning, have you consulted with your regional Career-Technical Planning District (CTPD)? If no, explain why you have not consulted with the local CTPD. Note: IRC programs do not require CTPD consultation.

#6 - If funds will be used to create CTE programming, has the school received the required CTE-26 approval?

- If not, when is the school expected to receive approval?

Characteristics of Strong Responses

- Specificity and conciseness
- Supporting data
- Timelines, milestones, deliverables
- Completing project within budget
- Focus on student outcomes
- Sustainability

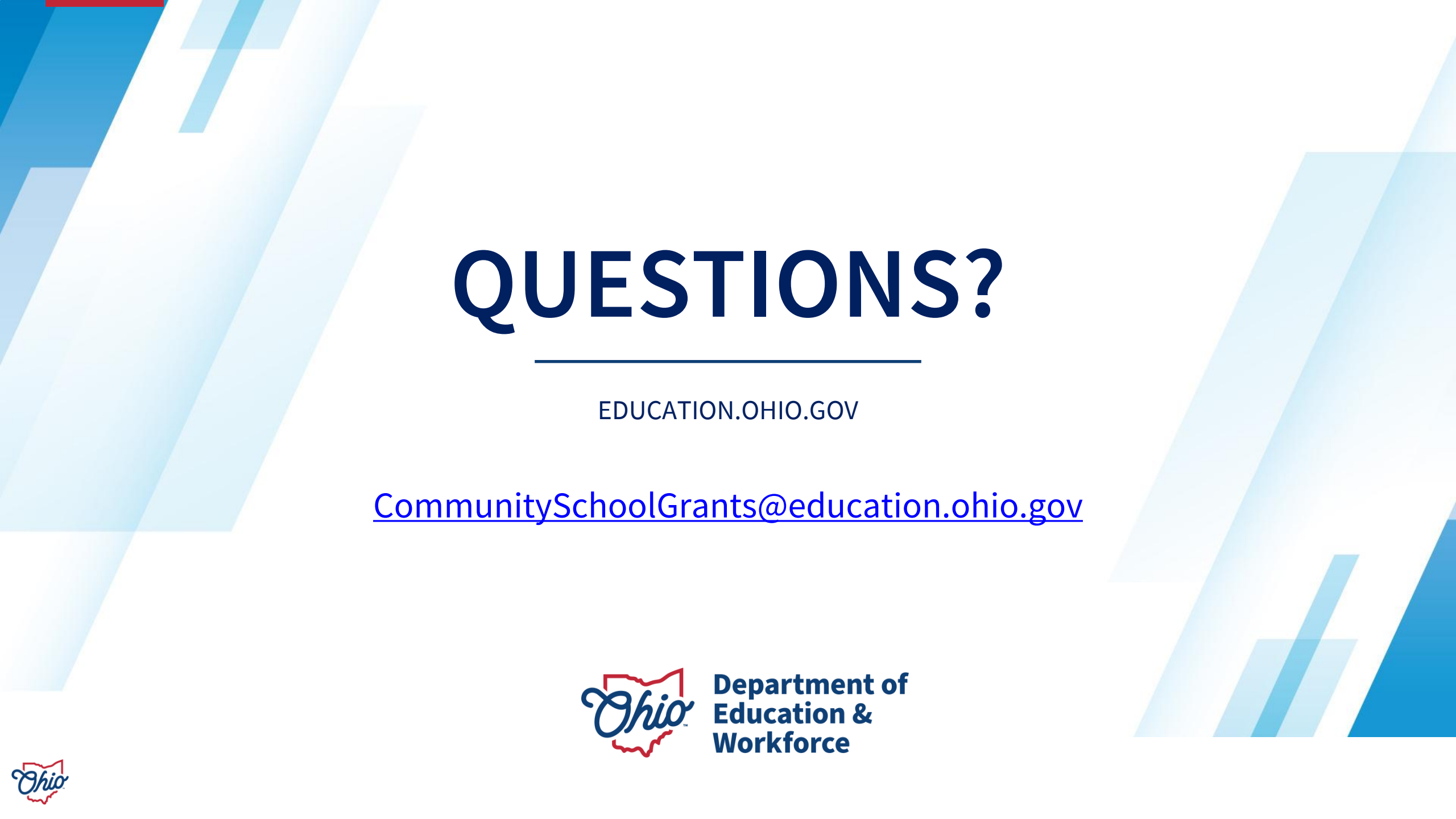
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One Funding Application: Grant Documents

Required Documents – Sponsor and Governing Authority Support

- ☐ School's governing authority resolution supporting the submission of the CFG application
- ☐ School's governing authority resolution to explore recruiting a contractor or an executed contract with a firm to provide services for new, renovated, or expanded facilities
- ☐ A list of the current members of the school's governing authority and each member's resume
- ☐ Letter of Support from the school's sponsor

Required Documents – Lease and Debt Documents

- ☐ Signed copy of the school's current lease agreement including the expiration date
- ☐ Debt documentation: Copy of deed, mortgage, loan statements, amortization schedule
- ☐ For Leasehold Improvements: a signed and executed agreement with the school's landlord granting permission to make capital improvements
- ☐ Documentation providing proof of ownership of building

Required Documents – Other Items

- ❑ Contractor bids and quotations detailing cost of proposed work (if available)
- ❑ Letter of Support from local CTPD (if funds will be used for CTE 26 programs)
- ❑ Financial stability and internal controls
 - If the school's annual financial audit for each of the four most recently released audits identified a finding for recovery or material weakness, provide documentation demonstrating that the finding or weakness has been successfully discharged or addressed

Competitive Application Review Process

Two-Step Application Review

Step 1: Technical Review

- Also known as a completeness review
- Reviewed by Department staff
- If application does not pass, it will **not continue** to the Peer Review
 - The applicant **will not be awarded grant funds**

Step 2: Peer Review

- Reviewed by external, third-party reviewers
- All applications will be reviewed by at least 2 peer reviewers
- Department will determine award funding based on peer review scores

Technical Review

- Department staff will review each application for completeness and meeting application requirements using the [technical review checklist](#).
 - ☐ Confirm eligibility
 - ☐ Budget grid is complete
 - ☐ All questions are answered
 - ☐ All required uploads are included
 - ☐ Findings for recovery for school leadership
 - ☐ Check budget for unallowable expenses
- The Department team will make a final determination if the application will continue to the peer review.

Peer Review

All narrative questions will be reviewed using this scale, unless otherwise noted in the [Peer Review Rubric](#).

Score	Answer Quality	Reason
0 points	Poorly Developed (No or Little Evidence)	The response does not answer the question and/or is substantially incomplete, missing required information or documentation, or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.
1 point	Partially Developed (Some Evidence)	The response provides some of the requested information but contains substantial gaps in other areas. The answer lacks specificity and suggests the applicant lacks the capacity to meet grant expectations.
2 points	Well Developed (Convincing Evidence)	The response is complete, but several key items are not fully addressed. Additional information, explanation, or detail is needed in one or more areas. Even with some missing parts, however, the response indicates that the applicant will be capable of implementing the project with a few minor modifications.
3 points	Fully Developed (Strong Evidence)	The response demonstrates the applicant's thorough understanding of key issues with all aspects of the grant supported by specific, complete, and accurate information. The response presents a clear, realistic picture of how the applicants expects to operate and demonstrates the applicant's capacity to execute the plan effectively.

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Competitive Application Scoring

Scoring Applications

- 44 possible points available JC1
 - Non-CTE projects are accounted for in the scoring, so no one will lose points for not submitting a CTE project
- Only applicants receiving at least 75% of possible points will be eligible for award
- Applicants will be listed starting with the highest scores
 - Subgrants will be awarded from the top of the list down until funds are exhausted

Preference Priorities

Located in a district which has at least one school qualifying as CSI, TSI, or ATSI

Located in a district which has a performance index of only 1 or 2 stars on Ohio's State Report Card

Located in a rural district (typologies 1 or 2)

Located in a district with high student poverty (typologies 1, 4, 7, or 8)

- If awarded the preference, these points are added to the applicant's score to determine award.
- If not awarded the preference, these points cause no penalty.

High-Impact Projects

Expand seats by 20%
or more

Demonstrate the
ability to reduce
ongoing annual
facility costs

Propose a CTE or
workforce
development-focused
project

- If an applicant proposes a project that will accomplish one of these high-impact projects, then the school will receive two times the per-pupil amount.
- Grantees that are implementing more than one high-impact project will only be awarded the per-pupil multiplier one time.

Application Reminders

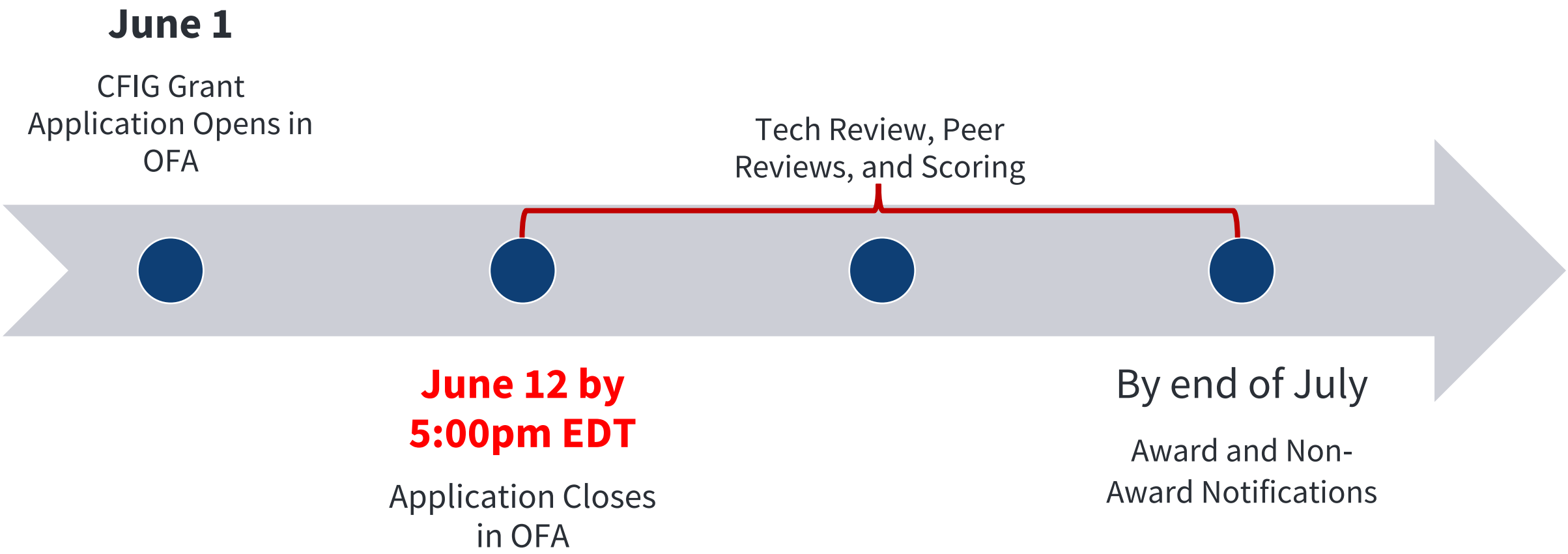
JF2

- Applications are due June 12, 2026 by 5 p.m.
- Applications can be submitted in the OFA only
 - No other submission types will be accepted
- No late applications will be accepted
- No changes can be made to the application after the due date

Grantee Expectations

- If awarded grant funds, grantees must:
 - Follow construction requirements (BABAA and DBRA)
 - Attend post-award meeting with the Department
 - Complete all monitoring (fall and spring)
 - Attend all Technical Assistance sessions
 - Submit Annual Reporting and Final Reporting

Timeline



**All dates are subject to change without prior notice*



RFA Webinars

- Part 1 – Grant Basic recording will be on the [grant webpage](#) soon
- Register for [Navigating the One Funding Application](#) – May 27 from 9-10 a.m.
- [Open Office Hours](#) – June 3 and June 10 from 10-11:30 a.m.

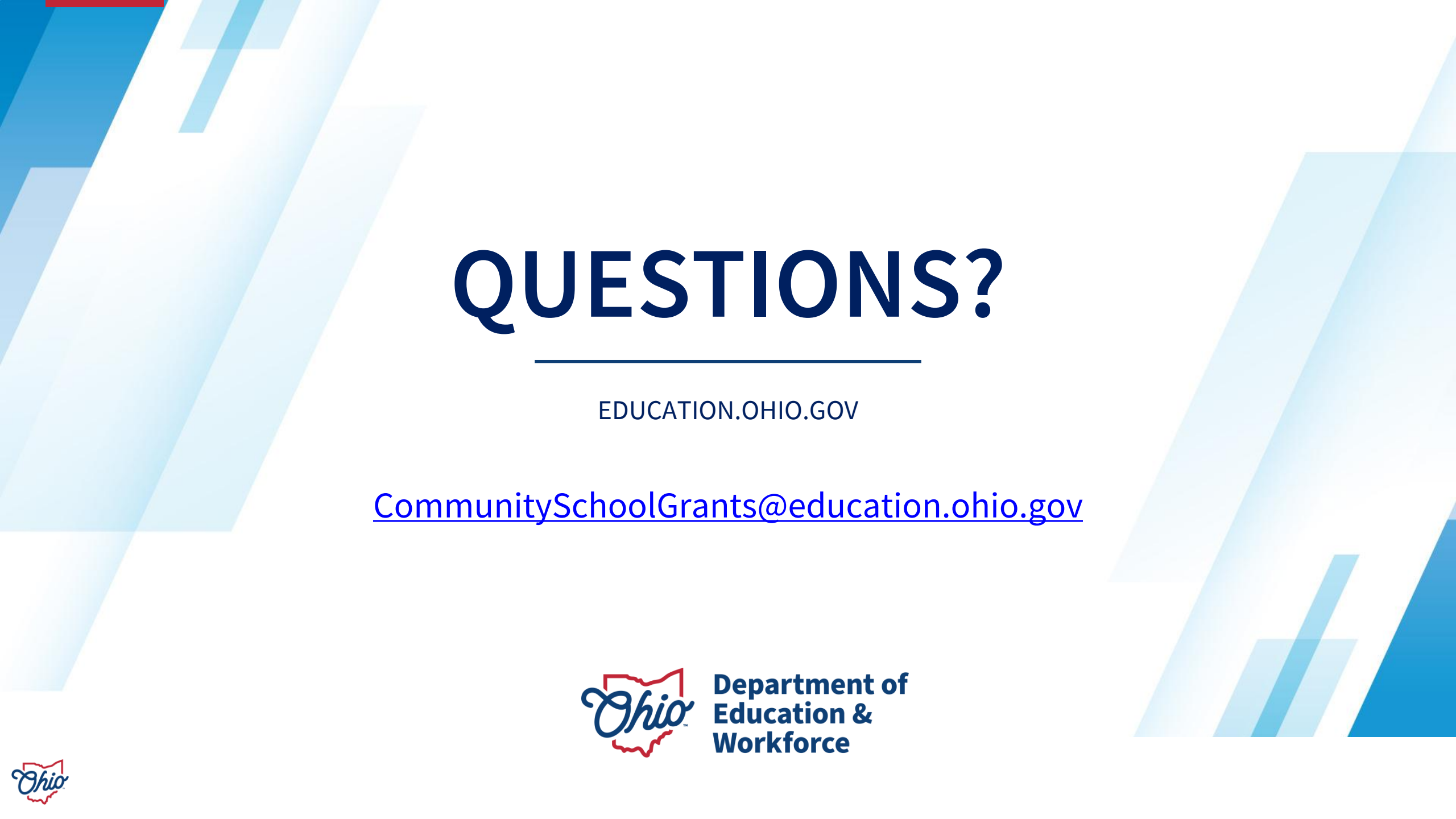
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THANK YOU

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