

Facilities for the Future: Charter School Facilities Incentive Grant



Request for Applications

April 2026



**Department of
Education &
Workforce**

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Executive Summary

Authorized under Title IV, Part C of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), the State Charter School Facilities Incentive Grant (SFIG) provides funding to state educational agencies (SEA) to provide competitive grants to community schools to assist them with financing the acquisition, construction, and renovation of facilities. The Ohio Department of Education and Workforce (“Department”) was awarded more than \$49 million for the Charter School Facilities Incentive Grant (CFIG) by the U.S. Department of Education in September 2025. The Department will award \$47.5 million of those funds to eligible high-quality charter schools as subgrant awards.

The CFIG uses federal funds to match state-level dollars, on a per-pupil basis, to provide community schools with facilities financing. In Ohio, CFIG will match a certain percentage of the Ohio General Assembly’s facilities payment in the community school’s facility foundation payment. Under this grant, the maximum federal share of facilities funds decreases each year (from 90% in the first year to 20% in Year Five) and phases out entirely after five years. The CFIG will provide funding for up to three years for eligible high-quality community schools.

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**.

The CFIG funds will supplement the funding that community schools currently receive and will be awarded through a per-pupil formula.

Program Overview

Mission Alignment

The Ohio Department of Education and Workforce strategically aligns its work around four key priorities:

1. **Literacy:** Building a foundation for lifelong success by ensuring every student is reading at or above grade level.
2. **Accelerating Learning:** Advancing academic achievement in English Language Arts (ELA) and mathematics for all students through statewide implementation of high-quality instruction, assessments, and supports.
3. **Student Wellness:** Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.

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

The Department is committed to creating the learning conditions that ensure each child acquires the knowledge and skills needed to be successful. To reach this goal, students must have access to a range of high-quality educational opportunities regardless of who they are or where they live.

Eligible Applicants

CFIG subgrants will be awarded on a competitive basis. The Ohio Department of Education and Workforce limits eligibility for the CFIG subgrant to community schools that meet specific criteria related to achievement, need for facilities funding, and alignment with program priorities.

Eligible applicants must meet the definition of “charter school” as defined in Section 4310(2) of ESEA. All public site-based and hybrid community schools and dropout prevention and recovery schools (DOPRs) that have been serving students for at least one full school year are eligible to apply. Schools also must have an immediate need for the facility.

[Eligible community schools](#) must have strong academic performance, with the school’s 2024-2025 report card showing ratings meeting achievement and value-added progress criteria.

Eligible schools must meet **one** of the following criteria:

1. A Value-Added Progress rating of four or five stars **and either**
 - i. A Performance Index rating of three, four, or five stars, **or**
 - ii. An increase in Performance Index rating of five points or more over the three most recent school years; **OR**
2. A Value-Added Progress rating of three, four, or five stars **and** a Performance Index rating of four or five stars, **OR**
3. If the school did not receive a Value-Added Progress rating, the school received a Four-Year Graduation Rate rating of four or five stars, **and**
 - i. A Performance Index rating of three, four, or five stars, **or**
 - ii. An increase in Performance Index rating of five points or more over the three most recent school years; **OR**
4. If the school received neither a Value-Added Progress rating nor a Four-Year Graduation Rate rating, an Early Literacy rating of four or five stars.
5. A charter school with a dropout recovery designation received an overall rating of Exceeds Standards and a rating of Exceeds Standards for the Assessment Passage Rate on its most recent Dropout Prevention and Recovery Community School Report Card.

E-schools and community schools that have not been open for at least one academic year are not eligible for this competitive grant.

Sponsors cannot submit an application on behalf of their community school(s), but sponsors are required to show support for their school(s)'s application(s) during the submission process. Operators cannot submit an application on behalf of their community school either.

Schools may only be awarded CFGF funds one time. Once the school receives an award, the school cannot apply again once the three-year period has concluded. However, if schools are not awarded, they can apply for up to three years of grant funding as many times as they are eligible.

Grant Objectives

When applying for CFGF funds, eligible grantees should consider how their proposed project aligns to Ohio's grant objectives. All CFGF-funded programming must meet one of the following objectives and contribute to the Department's desired outcomes. There are three objectives for the CFGF:

OBJECTIVES

1. Increase the number of seats available in high-quality community schools in Ohio's areas of greatest need through facility renovation or expansion.
2. Incentivize community schools to provide career-technical education (CTE) by providing resources for facility expansion or design.
3. Ensure adequate facility support for high-quality charter schools in the state.

OHIO'S PERFORMANCE MEASURES

- **Performance Measure 1.1:** By July 1, 2030, Ohio will add 5,000 new seats in high-quality schools located in high-need locations as compared to the 2024-25 school year.
- **Performance Measure 2.1:** By July 1, 2030, the number of industry credentials earned by students in CFGF-funded high-quality schools will increase by 15% over the 2024-25 school year.
- **Performance Measure 2.2:** By July 1, 2030, the number of students in CFGF-funded high-quality schools enrolled in [CTE-26 career pathways](#) will increase by 10% over the 2024-25 school year.
- **Performance Measure 3.1:** By July 1, 2030, increase the average educational expenses per pupil expenditure by 10% for schools receiving a CFGF subgrant as compared to all other CFGF eligible schools from the 2024-25 school year.

PREFERENCE PRIORITIES

Preferential multipliers will be given to targeted geographic areas and to high-impact projects. The multipliers will be given to community school applicants who are:

- Located in an area where a large proportion of public schools have been identified for

- Located in a school district with a performance index of 1 or 2 stars on the Ohio State
- Located in geographic areas with large proportions of low-income students ([typologies 1, 4, 7, and 8](#)); **OR**
- Located in a rural community (typologies 1 and 2).

High-impact projects — those that expand seats by 20% or more, demonstrate the ability to reduce ongoing annual facility costs of the charter school, or propose a CTE-focused project — in a target district will receive two times the grants’ per-pupil aid amount. Even if grantees are implementing more than one high-impact project component during the grant period, the award will only be multiplied by the two times per-pupil amount once. Grantees will not receive a four- or six-time multiplier for implementing two or three high-impact projects.

Allowable Uses of Funds

For the 2026-2027 federal fiscal year, \$14,510,431 is available for eligible community schools using a per-pupil formula. For applicants seeking multi-year funding, funds must be obligated by June 30 of each year and liquidated by Sept. 30 of each year. Funding is eligible for carryover into the next fiscal year if the grantee is awarded funding for more than one year. Grantees will be required to complete a “continuation” application to access carryover funds and funding in Years 2 and 3 (where applicable).

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)
- Administrative expenses (capped at 2.5% of the award)

The funds must be allocated within the proposed budget and be considered **reasonable**, **allowable**, **allocable**, and **necessary** in relation to the goals and objectives of the proposed project, grant guidelines, and allowable costs under the grant. Any funds not considered reasonable, allowable, and necessary must be re-allocated within the budget or removed from the budget.

Grantees may not encumber or spend funds prior to the applicant receiving a formal award notification from the Department. Actual award amounts are contingent upon the receipt of

federal funding, availability of current funding levels, and the costs that are budgeted being reasonable, allowable, and allocable.

The Department reserves the right to offer grant awards in the entire amount of the application or for a lesser amount at their sole discretion.

Note: The Department is redesigning the [Industry-Recognized Credential](#) list and re-evaluating the weights given to individual credentials. The new Industry-Recognized Credentials (IRC) are expected to be released in June 2026. Because of this upcoming change, applicants who are proposing to expand their IRC with the CFGF funds may only propose expansion of [Innovative Workforce Incentive Programs](#) for this year's cohort. Future cohorts will use the new IRC list.

ALLOWABLE USE EXPLANATIONS

The Charter School Facilities Incentive Grant is a reimbursement grant. The Department will reimburse the subgrantees for eligible work, consistent with the scope and budget specified in the grant application and grant agreement, based upon submitted invoices and documentation.

Grant funds can only be used for current projects. Subgrant recipients cannot use funds to pay for any previous purchases, work, or improvements. For example, a community school can submit an application to pay for HVAC updates that they want to schedule during the upcoming summer break. However, an applicant cannot use the funds to pay for HVAC updates that happened two years ago.

Applicants should also keep in mind that all awarded projects are an investment by the federal government and the state of Ohio into the community school ecosystem. As such, the Department will require subgrant recipients to ensure that these facility investments, including all purchases, construction, and renovations, will be used for educational purposes for at least ten years after the final grant disbursement.

Below are definitions and examples for each allowable use of CFGF funds:

Rent: CFGF funds can be used to pay new or proposed rent related to renting a new school facility or additional space in the current building. Applicants must provide the school's new or proposed lease agreement, which must include the monthly payment and lease end date. The lease end date must at least be in place through the end of the upcoming school year in 2027. CFGF funds cannot be used for current lease agreements that are already in place and where the funds are already obligated.

Purchase of a building or land: A subgrant recipient can use the CFGF funds to purchase a building for their school. The funds can also be used to purchase land, but the community school must have plans to begin building a school facility on the land within 12 months.

Construction: Funds can be used for construction of a community school building or additions to an existing building and related costs. This can include building materials, contractor and labor costs, professional design fees, permits, inspections, and escrow (on new facilities or expanded facilities only). All construction must be inspected and approved by licensed professionals and that documentation must be shared with the Department.

Renovation of an existing school facility: Funds can be used for a range of work that will renovate the school facility. This could include updating classroom spaces, electrical or plumbing updates, HVAC updates, asbestos removal, or refitting facility space for a new use. All renovations must be inspected and approved by licensed professionals and that documentation must be shared with the Department.

Leasehold improvements: The applicant may use funds to improve the facility that they lease. Applicants must demonstrate agreement from the building owner that the applicant is allowed to make improvements to the building. Applications must also show that the owner does, in fact, own the building and is able to make decisions about the property. Funds can then be used for the same purposes as those detailed in the “renovation of an existing school facility” section above. All renovations must be inspected and approved by licensed professionals and that documentation must be shared with the Department.

All construction, renovation, or leasehold improvement projects are subject to both [Davis-Bacon and Related Acts](#) (DBRA) and [Build America, Buy America Act](#) (BABAA) per federal statute. Additionally, the subgrant recipient and sponsor are responsible for collecting, maintaining, and providing all necessary documentation to demonstrate compliance throughout the life of the grant.

Debt service on a new school facility or addition to an existing school facility: This applies to new or proposed mortgage payments related to the new school facility or an addition to an existing school facility. Applicants must provide statements showing projected monthly payments and total debt amounts for any mortgage debt related to the new or expanded facility using CFGF funds. The applicant should also share the mortgage documents, including the amortization schedule and the defined boundaries of the facility and/or associated land. CFGF funds cannot be used for any other debt services, including mortgage payments on the existing school facilities.

Administrative expenses: Administrative expenses are capped at 2.5% of the subgrant award amount. Funds that are allocated to administrative expenses can be used for the salary of the school team members who are supervising the work for the new, renovated, or expanded school.

Applicants will need to provide resolutions from their governing board supporting the application. Applications will also need to include resolutions from the governing board authorizing the school leadership to begin any processes that are needed for the grant work (such as the search for a contractor or architect).

REAL PROPERTY AND EQUIPMENT

When determining the classification of items purchased with CFGF funds, please refer to [Uniform Grant Guidance](#). Establishing if an item is classified as real property versus equipment is important. The definitions and examples of each are below.

Real property definition: Land, including land improvements, structures, and appurtenances thereto, and legal interests in land, including fee interest, licenses, rights of way, and easements. Real property excludes moveable machinery and equipment.

Example of real property: A modular unit is considered real property when it is designed or planned for permanent installation at a fixed location. This typically involves being permanently affixed to land, often on a poured foundation. Once installed, it is treated similarly to a site-built structure and may be appraised and taxed as such.

Equipment definition: Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the recipient or subrecipient for financial statement purposes, or \$10,000. See the definitions of capital assets, computing devices, general purpose equipment, information technology systems, special purpose equipment, and supplies in [Uniform Grant Guidance](#).

Example of equipment (tangible personal property): A unit is classified as equipment when it is intended for use at a location for a limited time. These units are often designed to be relocated, disassembled, or moved without significant damage to the structure. Examples include portable office modules or temporary classroom units.

DISPOSITION

Depending on how the item is classified determines the [federal procurement and disposal rules](#) the subrecipient will have to follow. All subrecipients must follow the required disposition rules. Subrecipients must have a written disposition policy in place.

CONSIDERATIONS FOR DETERMINING THE ALLOWABILITY OF GRANT FUNDS

When considering if certain activities are allowable under the grant, consider the following:

- All activities must be aligned to the intent and purpose of the grant.
- All activities must be aligned to the grant application.
- All activities must be aligned to state laws and requirements.

UNALLOWABLE USES

The list below provides some examples of ineligible costs for CFGF funds:

- Costs incurred prior to the date of the grant award
- Administrative costs exceeding 2.5% of the award

- Indirect costs (including those related to construction)
- Purchasing land with no plan to build within the next 12 months
- Building or leasehold improvements that will not be utilized for educational purposes for 10+ years
- Temporary classroom units or temporary modular units
- Costs not associated with the community school facility (such as teacher salaries, student recruitment, curriculum, or transportation costs)
- Costs that violate the supplement, not supplant requirement

If you have questions about specific uses of grant funds, please email CommunitySchoolGrants@education.ohio.gov for assistance.

SUPPLEMENT, NOT SUPPLANT

CFIG funds may be used for rent or debt services on a school facility. The CFIG program must also adhere to [supplement, not supplant funding requirements](#). Under section 4304(k)(3)(C) of the ESEA, program funds must be used to supplement, and not supplant, state and local public funds expended to provide per-pupil facilities aid programs, operations financing programs, or other programs, for community schools. CFIG 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.

Additionally, [CFIG program guidelines](#) state that pre-award costs are not permitted for this grant. CFIG funds may not be used for any expenditure obligated before the beginning date of the grant or after the ending date of the grant. Any CFIG expenditures, including rental agreements and debt services, must be obligated within the grant period.

If the school is already using state or local funds to pay for their facilities cost, like rent or mortgage payments, CFIG funds cannot be used for the same costs. This violates the supplement, not supplant rule and is considered supplanting funds because the school would revert to using those same state or local funds when the CFIG period of availability is finished. A CFIG award can be used for facility costs that are not currently being paid with federal, state, or local funding and will generally be new costs incurred by the school.

Community schools may find that they are eligible to apply for the CFIG funds, but that they do not have a facility need. In this instance, grantees will not be awarded CFIG funds.

USING OTHER FUNDS AND SUSTAINABILITY PLANS

CFIG subgrant awards are designed to match a portion of Ohio's per-pupil facility state subsidy, which is approximately \$1,000 per pupil for Fiscal Year (FY) 26 and FY27, as allocated by the Ohio General Assembly as the state foundations facilities payment. The CFIG subgrant will only match a portion of the state per-pupil facility funds. As shown in Table 1, the federal

grant match percentage decreases each year — from 90% in Year 1 down to 20% in Year 5 — so available award funding will also decrease over the life of the grant. Grantees should plan for the gradual decrease of funds over the grant years when applying for CFGF funds and budgeting throughout the grant period.

Funding Model

The Department will provide up to three years of funding to subgrant recipients for their projects. The Department uses the following funding model to determine the total funding award for grantees. Award funding is calculated through the following steps:

1. Sum of Average Daily Membership (ADM):

The Department will calculate two totals:

- a. **Group A Schools:** The total ADM from the 2024-2025 report card of subrecipients not proposing high-impact projects
and
- b. **Group B Schools:** The total ADM from the 2024-2025 report card of subrecipients proposing high-impact projects.

2. Calculate Multipliers:

- a. **Group A Schools:** The total ADM of subrecipients *not proposing* a high impact project will be multiplied by $(90\% + 80\% + 60\%) = 2.3$ (Group A multiplier)
- b. **Group B Schools:** Subgrantees that are proposing high-impact projects will be funded at two times the determined per pupil amount. The total ADM of subrecipients proposing a high-impact project will be multiplied by $(2 * (90\% + 80\% + 60\%)) = 4.6$ (Group B multiplier).

3. Calculate Per-Pupil Amount:

- a. The total available subgrant amount for Cohort 1 (Year 1 subrecipients) will be divided by the weighted amounts multiplied the corresponding 2024-2025 ADM total. For Cohort 1, the grant award is \$14,510,431.00. The resulting quotient is the base per-pupil amount.
- b. **Example:** $\$14,510,431 / ((2.3 \text{ Group A Multiplier} * 4,000 \text{ ADM}) + (4.6 \text{ Group B Multiplier} * 1,500 \text{ ADM})) = \901.27 per pupil amount

4. Calculate Annual Allocation Amounts:

- a. The Department will multiply the applicant school's ADM from the 2024-2025 report card by the 90%, 80%, and 60% per pupil amounts. This will be the school's award amounts for Years 1, 2, and 3, respectively.
 - i. Year 1 = ADM × per-pupil amount (*found in step 3*) × 90%
Example: $500 \text{ ADM} * \$901.27 \text{ per pupil amount} * 90\% = \$405,571.05$ Year 1 Allocation for a school that has an ADM of 500
 - ii. Year 2 = ADM × per-pupil amount × 80%
 - iii. Year 3 = ADM × per-pupil amount × 60%

- b. For applicants who are proposing high impact projects, the Department will multiply the award amount calculated in Step 3 by two. This will be the high impact subgrant school’s award amounts for Years 1, 2, and 3.

- i. Year 1 = ADM × per pupil amount (*found in step 3*) × 90% × 2

Example: 500 ADM * \$901.27 per pupil amount * 90% * 2 = \$811,143.00

Year 1 Allocation for a school that has an ADM of 500

- ii. Year 2 = ADM × per-pupil amount × 80% × 2

- iii. Year 3 = ADM × per-pupil amount × 60% × 2

ADM will be reviewed each year for subgrant recipients. If ADM increases in Years 2 or 3, funding will not be adjusted. If a subgrant recipient’s ADM decreases in Years 2 or 3 by more than 10% or 15 students, whichever is less, the corresponding award for that year will decrease proportionally.

Per-pupil funding amounts may be adjusted annually depending on remaining funds available and ADM adjustments.

Carryover is permissible between grant years. However, carryover is not permissible beyond the final year that the grantee requested CFGF funds.

Table 1: CFGF Subgrant Amounts and Match

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Subgrant Amount	\$14,510,431	\$12,005,310	\$9,500,094	\$6,994,785	\$4,489,380	\$47,500,000
Federal Subgrant Match	Up to 90% of state per pupil funding	Up to 80% of state per pupil funding	Up to 60% of state per pupil funding	Up to 40% of state per pupil funding	Up to 20% of state per pupil funding	

Community schools who receive CFGF funds are encouraged to find other sources and braid funds together to accomplish the goals of their project.

EXAMPLE

Below is an example of the three-year award formula and allocation amount per year for 15 community schools that will be awarded funds in Cohort 1 (Year 1 of the grant).

School Name	2024-2025 ADM	High-Impact Project Multiplier
School #1	375	No
School #2	55	Yes
School #3	125	No
School #4	91	Yes
School #5	233	No
School #6	1,091	No
School #7	662	Yes
School #8	257	No
School #9	400	Yes
School #10	100	No
School #11	775	No
School #12	347	Yes
School #13	518	No
School #14	476	No
School #15	205	Yes

Group A: Total ADM for schools that do not have a high-impact project multiplier = 3,950

Group B: Total ADM for schools that do have a high-impact project multiplier = 1,760

Per pupil allocation at 100% = \$844.56 (no high-impact multiplier) and \$1,689.13 (with high-impact multiplier)

Year 1 Example:

Subgrant Total Allocation = \$14,510,431.00

Year 1 per pupil allocation at 90% = \$760.11 (no high-impact multiplier) and \$1,520.21 (with high-impact multiplier)

Year 1 per pupil allocation by school:

School #1: 375 ADM * \$760.11 = \$285,039.90

School #2: 55 ADM * \$1,520.21 = \$83,611.70

School #3: 125 ADM * \$760.11 = \$95,013.30

Total amount allocated in Year 1 = \$5,677,994.74

Year 2 Example:

Subgrant Total Allocation Remaining = \$8,832,436.26

Year 2 per pupil allocation at 80% = \$675.65 (no high-impact multiplier) and \$1,351.30 (with high-impact multiplier)

Year 2 per pupil allocation by school:

School #1: 375 ADM * \$675.65 = \$253,368.80

School #2: 55 ADM * \$1,351.30 = \$74,321.51

School #3: 125 ADM * \$675.65 = \$84,456.27

Total amount allocated in Year 2 = \$5,047,106.43

Year 3 Example:

Subgrant Total Allocation Remaining = \$3,785,329.83

Year 3 per pupil allocation at 60% = \$506.74 (no high-impact multiplier) and \$1,013.48 (with high-impact multiplier)

Year 3 per pupil allocation by school:

School #1: 375 ADM * \$506.74 = \$190,026.60

School #2: 55 ADM * \$1,013.48 = \$55,741.14

School #3: 125 ADM * \$506.74 = \$63,342.20

Total amount allocated in Year 3 = \$3,785,329.83

Awarded amounts noted in the Grant Award Notification (GAN) will be based on this calculation. Fiscal Year 2027 awards will be based on the ADM count from the 2024-2025 school year as reported on the state report card. This calculation will be re-run each year for the annual allocation amount based on the schools' ADM. Annual allocation amounts may vary based on ADM count of all awarded schools.

Application Components

The application will consist of five parts:

1. Budget Grid
2. Budget Narrative

3. Application Narrative
4. Grant Documents
5. Grant Assurances

Please note, all information contained in the application and its five sections will be reviewed and scored by third party peer reviewers to ensure that all goals and activities are aligned with the intent and purpose of the grant.

Additional information and data may be requested by Department staff during the application review process. The Department expects all information to be provided in a timely manner.

The questions for the CFG application and required documentation for the ED STEPS One Funding Application can be found in [Appendix A](#) below.

BUDGET GRID

The budget grid is a required portion of the application. Applicants must complete the budget grid with the funds aligned to the appropriate object codes and function codes. The overall budget must include all projected expenses for the entire duration of the grant. If the applicant is applying for more than one year of funding, the annual breakdown of funds must be uploaded in the Grant Documents section (see below for more information on required documentation).

A [template](#) will be provided for applicants to illustrate expenses for each year of funding that are being requested.

BUDGET NARRATIVE

The application also requests an explanation of other funding sources applicants will use to fund the project. Applicants can provide details on source of the funds, the stakeholders involved in fundraising, their involvement in the project and planning, and any other information that is helpful to explain the full extent of the funding for the proposed project. If no other funds are available, applicants should share that in their application.

APPLICATION NARRATIVE

The application narrative will be minimal for applicants. Applicants will need to specify which grant activities listed above that they will use the funds for and provide a brief explanation of planned activities. The next question will ask for an estimated number of seats that will be created through the use of the CFG funds and if the funds will reduce ongoing facilities costs.

If applicants are using the funds for creating or expanding career-technical education or workforce development programming, there are a series of additional questions regarding the number of programs, pathways, or credential programs that will be added, how many additional seats will be available to students, and a projected timeline for when the programming will be available to students. Applicants must demonstrate that their workforce

development plan is aligned to the regional plan, local job market needs, and in-demand occupations.

For applicants proposing to use the fund for workforce programming, there will be a question on collaboration with the regional Career-Technical Planning District (CTPD) as well as if the community school has received CTE-26 approval for their proposed pathways, if applicable.

All applicants will share their SMART goals and anticipated student outcomes tied to the funding. Applicants must also provide their sustainability plan showing how the community school will continue program offerings and/or payments after the CFGF funds are no longer available.

GRANT DOCUMENTS

In addition to the application narrative questions, applicants will need to provide supporting documentation for their application. The list of documents is below.

All applicants will provide these documents:

- Copy of the school's governing authority resolution supporting the submission of the CFGF application
 - The community school's governing authority must meet prior to the submission deadline and pass a resolution supporting the application and the proposed project.
- Copy of a letter of support from the school's sponsor for the submission of the CFGF application
 - This letter of support will show that the sponsor is aware of the application, approves the proposed project, and will support the community school if awarded.
- 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, provide documentation demonstrating that the finding has been successfully discharged)
 - Applicants must demonstrate good financial standing and strong internal controls. If the applicant has had findings or material weaknesses on their most recent audits, they must demonstrate that they have taken steps to correct the finding or weakness, to the audit's satisfaction.
 - The Department will search the Ohio Auditor of State's findings for recovery for the school's leadership and governing authority members to ensure that subgrant awards are given to applicants who demonstrate good financial standing.
- A list of the current members of the school's governing authority and a copy of each member's resume

The following documents should be uploaded if they are applicable to the application.

- Signed copy of the school's current lease agreement including the expiration date (if facility is rented)

- Documentation should be the current executed agreement, show any third party relationships, and the expiration date should fall after the end of the next school year.
- Debt documentation (copy of deed, mortgage, loan, promissory note documentation, as applicable)
 - Documentation should include the mortgage paperwork showing the boundaries of the property or facility and amortization schedule and current statements that display the current monthly payments and remaining debt amounts.
- Copy of the 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 (if applicable). The resolution should be dated and signed by the current board president
 - If the applicant is proposing any construction, renovation, updates, or expansion, the governing authority should take pre-emptive steps to authorize school leadership to begin the work as soon as the award is announced. As awards will be announced in June, this will help prevent possible delays if the governing authority is unable to meet during the summer months.
- Leasehold improvement: Copy of a signed and executed agreement with the school's landlord granting permission to make capital improvements (if applicable)
 - Applicants must demonstrate agreement from the landlord to allow modifications to the rented facility.
- Copy of documentation providing proof of ownership of building for school or landlord
 - Applicants must show proof of ownership of the building, either from the landlord or the school, so it is clear that the owning entity is aware of the proposed project and is authorized to make decisions for the facility. The documentation should be clear about what facilities and land are owned and that needs to match the location of the proposed project.
- Copy of a Letter of Support from local CTPD (if funds will be used for CTE-26 programs)
 - This should be signed and dated by the CTPD superintendent or designee. This will help the applicant demonstrate collaboration with regional stakeholders and to begin facilitating the CTE-26 approval process.
- Copies of contractor bids and quotations detailing cost of proposed work (if available)
 - This documentation is not required, as some community schools will not have started this process prior to the application process. However, if the documents are available, they will help show the scope and documented costs of the project.

GRANT ASSURANCES

Applicants will need to affirm adherence to assurances associated with the CFGF funds. This includes standard ESSA and EDGAR assurances, as well as assurances that the applicant

meets the definition of a charter school, adherence to the Build America, Buy America and Davis-Bacon Acts and additional, grant-specific assurances. A full list of assurances will be available in the application in the One Funding Application. Both school leadership and the applicant's fiscal officer will need to agree to the assurances before the application can be marked "submitted."

Application Submission

All applications must be submitted in the ED STEPS One Funding Application. Applicants will find the ED STEPS tile in OHID. Applications sent by email, postal mail, fax, or any other delivery method will not be accepted.

Once the application opens, the Department will only be able to offer technical support for applicants. The Department cannot offer programmatic support, advice, or guidance during the application window.

Note on Application Completion: Applicants will need to ensure that their application is complete and all supporting and required documentation is uploaded prior to submission. The Department will not make changes to your application on your behalf and no changes will be accepted after the submission deadline.

The Department is able to return applications to applicants up until the deadline, if requested. However, this puts the application back to "in progress" status and all approval steps must be completed again to submit. Applicants should ensure they have enough time to complete these steps and resubmit before the deadline, as late submissions will not be accepted.

Applications are due June 12, 2026, at 5 p.m. No late applications will be accepted.

Timeline

Complete applications are due June 12, 2026. The Department will announce subgrant awards in July 2026. Final allocations will be included in the award notification.

The Department will offer webinars to assist potential applicants. Webinars will be publicized in the Community Schools newsletter and in EdConnection.

Additional questions about the Charter School Facilities Incentive Grant and application can be directed to CommunitySchoolGrants@education.ohio.gov.

The Ohio Facilities Construction Commission (OFCC) also will be assisting the Department with technical assistance for the grant regarding school facilities. Subgrantees will join the Department and OFCC for a post-award meeting to discuss next steps, expectations, and other grant information.

Grant Termination

The Department reserves the right to terminate the awarded grant, in whole or in part, if the grantee fails to comply with the terms, conditions, or reporting requirements. Written notice of termination will be provided, specifying the reasons and the effective date. Any unspent funds as of the termination date must be returned.

Expectations for Grantees

Subgrantees are required to participate in all grant activities including construction requirements, technical assistance, monitoring, and annual and final reporting as a condition of receiving the CFGI subgrant. Subgrantees must comply with all state and federal audits that may occur during and after the completion of the Charter School Facilities Incentive Grant.

Any changes to the subgrantee's plan must be approved by the Department prior to implementation.

CONSTRUCTION REQUIREMENTS

Community schools that are utilizing CFGI funds for construction, renovation, or repairs must abide by and adhere to the following:

BUILD AMERICA, BUY AMERICA AND DAVIS-BACON ACTS

Community schools using grant funds for construction, renovations, or repair projects must adhere to the [Build America, Buy America Act](#) and the [Davis-Bacon Act](#). Subgrantees are responsible for collecting, maintaining, and providing all necessary documentation to demonstrate compliance with these acts.

OHIO SCHOOL DESIGN MANUAL

The Ohio Facilities Construction Commission (OFCC) developed the [Ohio School Design Manual](#) (OSDM) and updates the manual annually. The OSDM is a comprehensive set of standard guidelines for the design of school facilities. Community schools who are proposing to build or renovate with CFGI funds should reference the OSDM for their application to ensure their proposed project will meet the standards and guidelines of the Commission.

Applicants can submit their facilities questions to CommunitySchoolGrants@education.ohio.gov and the Department will help coordinate technical assistance with the OFCC. The Department will also consult with the OFCC throughout the grant for subject matter expertise, providing technical assistance for subgrant recipients, and assistance during grant monitoring.

POST-GRANT AWARD MEETING

Once awards have been announced, subgrant recipients will receive information from the Department regarding the post-grant award meeting. Attendance is required for this in-person

meeting at the Department's office (25 S. Front St., Columbus 43215). The Department will share expectations for the grant and grantee cohort, lay out the timeline, and provide other information that will help grantees with starting their projects.

MONITORING

As a condition of receiving a subgrant award, subrecipients will be required to participate in all subgrant monitoring. The Department will conduct at least a desk review in the fall and a site visit in the spring each year. Additional monitoring site visits may be undertaken at the discretion of the Department. Reminders will be sent to the school at least a month in advance of each event.

During monitoring, the subgrant recipient will need to provide evidence and documentation prior to both monitoring events. The Department will provide more information regarding the desk review and site visit during the post-award call.

Administrators, governing board members, sponsors, and other grant-supporting staff will be required to be present during the site visit. The Department will accommodate schedules as much as possible, but attendance is required.

If there are any findings during monitoring at any point of the grant period, subgrant recipients are required to participate in all corrective actions. This may also prompt additional monitoring for the subgrant. Failure to participate in corrective action and amending compliance procedures could result in disciplinary action, up to and including grant termination.

The Department will also participate in a site visit with the U.S. Department of Education at least once during the grant period. The U.S. Department of Education may request school visits as part of their monitoring of the Department. The Department will provide as much notice as possible to subgrant recipients who may be visited by the U.S. Department of Education.

TECHNICAL ASSISTANCE

Subgrant recipient administrators, governing board members, and sponsor representatives are also required to participate in all technical assistance offered by the Department. Technical assistance will cover a range of topics that will assist subgrant recipients with successful implementation of their grant. Technical assistance may be offered either in person or virtually. The dates will be communicated ahead of time to the relevant groups and attendance will be recorded.

ANNUAL AND FINAL REPORTING

Finally, subgrant recipients are required to submit an annual report for every year of grant funding received. This helps the Department prepare its annual report for the U.S.

Department of Education and to monitor the progress of grant goals. Annual reports must be submitted prior to the Department releasing the funding for the upcoming year.

At the conclusion of the subrecipient's grant funding period, the subgrant recipient will also submit a final report. Additional information and data may be requested by the Department at any time. The Department will provide all specific reporting requirements necessary to produce annual and final reports.

Annual and final reporting includes, but is not limited to, the following items:

1. The total number of students served, including number of seats added
2. The number of additional students served, and number of seats added during each year of the subgrant
3. A description and supporting data for how the grantee
 - a. Met the stated goals and objectives in the grantees approved application
 - b. Increased CTE and workforce development programming (if applicable)

Awarded grantees will also need to complete an annual written certification that no administrator, officer, employee, board member, or close relative derives any financial benefit from a real estate transaction with the school. The Department will provide a template for subrecipients to sign and upload to the One Funding Application.

Competitive Application Review Process

Each CFG application will undergo two review processes after the application window closes: a technical review and a peer review.

STEP 1: TECHNICAL REVIEW

The technical review is the first step in vetting applicants, and it serves to verify that: (1) the applicant adheres to all requirements; (2) the applicant proposes to use all funds on authorized activities; and (3) the submitted application is complete.

Each application will be reviewed by two technical reviewers who will ensure that all questions are answered, all relevant documents are attached, and the proposed budget does not include any unallowable expenses. If the technical reviewers do not reach consensus on an application, the reviewers will meet to discuss until consensus is reached. If consensus between reviewers cannot be reached, the Office of Community Schools administrator will make a final decision.

TECHNICAL REVIEW CHECKLIST

The Department created a [checklist for the technical review](#). Applicants are encouraged to review the rubric prior to submitting their application to understand how their applications will be evaluated.

NOTIFICATION

Applicants will not receive notification on the status of the technical review. Applicants that successfully meet all technical review criteria will advance to the peer review. Applicants that do not meet all technical review criteria will learn that their applications were unsuccessful at the time of subgrant award announcement.

STEP 2: PEER REVIEW

Subgrant applications that successfully met all requirements of the technical review will be assigned to at least two external peer reviewers for review and scoring of the full subgrant application. The Department will train peer reviewers on the grant, application, technical review, conflicts of interest, and rubric prior to being assigned applications.

The CFG subgrant applications will be assigned to reviewers randomly. Conflicts of interest identified by the reviewers will be reviewed as a part of the initial assignment process. If a reviewer identifies a conflict of interest for a grant application to which he or she has been assigned, the grant team will reassign the application in question to another reviewer. The reviewer that was removed from the application may be assigned to another application, if appropriate.

PEER REVIEW RUBRIC

The Department created a [rubric for the peer review process](#). Applicants are encouraged to review the rubric to understand how their applications will be evaluated and scored. The peer review rubric will also provide information on what a thorough and complete answer will look like. Applicants can use this information to improve their narrative answers and ensure their supporting documents and data provide a clear picture of their plan.

SCORING

All applications will be scored using the rubric. Multipliers will be applied to the priority preference points listed above. Peer review scores will be averaged for each application and the resulting average will be the score.

All applications will be ranked from highest average score to lowest average score. A cut score will be identified at 75% of available points. Applications receiving 75% of available points or more will be considered for subgrant funding. Applications receiving less than 75% of total available points will not be considered for funding. The Department reserves the right to determine a minimum cutoff score based upon the quality of applications submitted.

The Department will then review the total funds being requested. Subgrant funds will be awarded to the top average scores down the rankings until subgrant funds are exhausted. If there are not enough quality applications, the Department reserves the right to move funds to the next grant year for distribution.

AWARD NOTIFICATION

All applications will be notified of award or non-award status in July 2026. Award notifications will include the approved subgrant amount and any required budget modifications. Notifications will be sent to the contacts listed in the One Funding Application.

Any budget modifications and all assurances must be submitted by the awardee and approved by the Department before allocations are loaded and accessed in the One Funding Application.

GRANT AGREEMENT

Applicants will agree to certain grant assurances during the application process, including ensuring applicants are aware of federal obligations related specifically to CFGF funds. Upon award, subgrant recipients will be required to enter into a grant agreement with the Department. The grant agreement will set out Department expectations for the grantee, details of the grantee's proposed project, and progress reporting and monitoring processes. The grant agreement will also explain how to request any modifications and what will happen if the grantee does not meet their obligations. The school's authorized representatives, fiscal representative, and sponsor must sign the agreement.

OTHER CONSIDERATIONS

The Department reserves the right to request clarification or additional information on any submitted application, narrative, or supplemental documentation. The Department may also request budget modifications prior to releasing funds.

Documents submitted to the Department within the application are public and will be available for inspection under Section 149.43 of the Ohio Revised Code (ORC) after announcement of the subgrant awardees. Additionally, applicants must understand that all applications and other material submitted will become the property of the state and may be returned only at the state's option.

External Evaluator

In Years 4 and 5 of CFGF, the Department will identify and work with an external evaluator to assess the impact of the CFGF funds. Their research and findings will be published at the conclusion of the grant period. More information will be released in the coming grant years.

Appendix A – One Funding Application Questions

Note: Text areas have a 5,000 character limit.

BUDGET NARRATIVE

1. For how many years is the grantee seeking to utilize CFGF funds?
 - a. 1 Year
 - b. 2 Years
 - c. 3 Years
2. If the grantee is applying for more than one year in grant funds, please upload an estimated budget grid for each year.
 - Confirm additional documents have been uploaded
 - N/A
3. What other funding sources will contribute to funding this project?

APPLICATION NARRATIVE

1. Select the activity for which the grantee is applying for funds (select all that apply):
 - Rent
 - Purchase of a building or land
 - Construction of a new facility
 - Renovation or expansion of an existing school facility
 - Leasehold improvements
 - Debt services on school facilities

2. Briefly describe how the school intends to use CFGF funds:

3. Provide the total estimated number of seats that will be added through the use of CFGF funds:

4. Will the funds be used to create, expand, or update CTE facilities?

Yes

No

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

- A list of the projected pathways, programs of study, and/or credential programs that will be added

- Projected timeline for when students can enroll in the new or expanded workforce facility

- The estimated number of students served by workforce or CTE programming offered in the new or updated facility

- 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.

- In preparation of this application and future planning, have you consulted with your regional Career-Technical Planning District (CTPD)?

Yes No

- If answering 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?

Yes No N/A

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

7. Will the proposed use of CFGF funds reduce ongoing facility costs?

Yes

No

- 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.

GRANT DOCUMENTS

- Signed copy of the school's current lease agreement, including the expiration date
- Debt documentation: Copy of deed, mortgage, loan, promissory note documentation
- Copy of the school's governing authority resolution supporting the submission of the CFGF application
- Copy of the 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
- Leasehold improvement: Copy of a signed and executed agreement with the school's landlord granting permission to make capital improvements
- Copy of documentation providing proof of ownership of building
- Copy of a Letter of Support from local CTPD (if funds will be used for CTE-26 programs)
- Copies of contractor bids and quotations detailing cost of proposed work (if available)
- Copy of a Letter of Support from the school's sponsor
- 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 has been successfully discharged

- List of governing authority members and their resumes