

Request for Applications: *Amplifying Ohio's Pathways to Graduation*



SARA WATSON, GRAHAM WOOD AND CASSIE PALSGROVE

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Request for Applications: Opportunity to Amplify Ohio’s Pathways to Graduation

The purpose of this request for applications (RFA) is to solicit proposals from eligible groups and award them grant money to address gaps in graduation rates due to the COVID-19 pandemic. These groups will receive funds to provide technical assistance to schools and districts for the purpose of opening more pathways to graduation, particularly increasing access to the career-readiness competency alternatives. Increasing access to these programs will create new opportunities for students to explore and gain experience toward future career aspirations while in high school, with the goal that they will feel inspired to not only graduate but be more prepared to transition into their next step. Technical assistance programs will directly support schools and districts to provide them information about how to develop new programming or adapt current programming to increase student access to the long-term graduation requirements, particularly the alternative demonstrations of competency. Technical assistance programs will provide any necessary services to support schools and districts to increase programming. The Ohio Department of Education will approve proposals

based on the criteria prescribed below. The Department will award grants in the total amount of \$1,000,000. Applicants will apply for the specific funding amounts to support development of their program, with a maximum potential of \$100,000 per application.

Each Child, Our Future lays out a vision in which *each* child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society. Vulnerable student populations, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care, face additional barriers to high school graduation that can significantly impact their post-secondary school attainment. To that end, Ohio provides [multiple graduation pathways](#) that offer students the opportunity to demonstrate competency and readiness as they pursue their chosen next steps after high school. The pandemic has magnified the need to continuously tailor education to fit each student's unique needs while ensuring future success. The Ohio's Pathways to Graduation initiative will help build opportunities and inspire students to identify paths to future success and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond. The Department has determined an emergency need for a plan to implement programs that support multiple high school graduation pathways among schools and districts. Grantees will develop and implement support, especially with the focus on alternative graduation pathways, to help Ohio achieve its critical short- and long-term **graduation goals**, which include increasing:

- Graduation rate by 92% among the class of 2025, with no more than 7% difference between subgroups;
- Number of students using [alternative pathways](#) to meet graduation requirements;
- By 70,000, Ohio students who earn industry-recognized credentials from the Ohio Department of Education's list in 2021-2022;
- Annually the percentage of students completing a middle or high school career-technical education course;
- Ohio students who have a work-based learning experience at some point in their high school career; and
- Number of diploma seals awarded.

Successful applicants must have experience providing services in their regions relevant to the competency alternatives. These applicants will provide support to these experiences through direct assistance to schools in setting up and expanding current options available to students throughout the region. A well-developed application will include a detailed description of the proposed technical assistance plan including how the applicant plans to provide those services and what specific services they plan to provide. It will also include a timeline, budget narrative and budget worksheet. Programs will be required to target specific schools outlined in the RFA as having the most significant gaps in graduation rates, and successful applicants will have experience in supporting districts to close gaps in graduation rates.

Request for Applications: Details

Application Assistance and Timeline

The successful respondents to this RFA will propose a technical assistance plan that meets the criteria below and is submitted by an eligible recipient, to support districts outlined in the list of identified target districts.

The application window opens January 7, 2022 and closes February 4, 2022.

The Department will provide timely information and assistance to eligible applicants who intend to respond to this RFA. Assistance for eligible applicants will include email and phone correspondence. Applicants may send

questions regarding the application and process to the subgrant email box at Sara.Watson@education.ohio.gov during the application period.

Funding Details

\$1,000,000 is available to the awardees, with a maximum potential of \$100,000 per application beginning in fiscal year 2022 and will be available through fiscal year 2024.

Pursuant to federal requirements, this is a reimbursement grant made possible by the Elementary and Secondary School Emergency Relief (ESSER III) Fund. Subgrantees will be reimbursed for allowable expenditures based on submitted proposals, plans and corresponding budgets. Expenditures must be incurred by June 30, 2024. If awarded funds are not used by Sept. 30, 2024, the Department reserves the right to request that subgrantees forfeit the balance of awarded funds.

Each applicant must have an assigned individual retrieval number (IRN) to be able to receive funds through the Comprehensive Continuous Improvement Program (CCIP). If an applicant does not currently have an IRN, they may request to have one created through the CCIP when the grant is awarded.

Eligible Applicants

Eligible applicants will have experience in supporting schools in developing or expanding programming related to Ohio's alternative demonstrations of competency in the long-term graduation requirements. Eligible applicants will have experience working with schools and will have contacts in the region they serve to ensure they will be able to connect schools to postsecondary and workforce partners. To be eligible to receive this grant, the applicant must identify as one of the below organization types:

- **Career-technical planning districts** that demonstrate relevant expertise and strong partnerships in co-designing, developing, managing, communicating and overseeing a large infrastructure that supports programming related to Ohio's alternative demonstrations of competency in the long-term graduation requirements.
- **Non-profit organizations** that demonstrate relevant expertise and strong partnerships in co-designing, developing, managing, communicating and overseeing a large infrastructure that supports programming related to Ohio's alternative demonstrations of competency in the long-term graduation requirements.
- **Registered apprenticeship training providers** that demonstrate relevant expertise and strong partnerships in co-designing, developing, managing, communicating and overseeing a large infrastructure that supports programming related to Ohio's alternative demonstrations of competency in the long-term graduation requirements.
- **Colleges and universities** that demonstrate relevant expertise and strong partnerships in co-designing, developing, managing, communicating and overseeing a large infrastructure that supports programming related to Ohio's alternative demonstrations of competency in the long-term graduation requirements.

Applicants must also identify districts they intend to serve with technical assistance. Applicants must identify one of the below districts as a partner who has committed to working with the applicant to develop programming. These districts are those identified by the Department as having the most significant gaps in performance between subgroups on the district 4-year graduation rate. Applicants may serve more than just the districts they identify from the below list, but each applicant must have an established and documented agreement to serve **at least one** of the below districts.

Target Districts

The Department has identified 61 target districts consisting of 84 high schools. Included with the name of district is their IRN.

Northwood Local Schools - 050716	Westfall Local - 049106
New Philadelphia City - 044487	Toledo City - 044909
Walnut Township Local - 046904	Green Local - 049619
Dover City - 043893	Gallipolis City - 044032
Springfield Local - 048371	Euclid City - 043950
Union Local - 046011	Hamilton City - 044107
Upper Arlington City - 044933	West Holmes Local - 047696
North College Hill City - 044511	Ashtabula Area City - 043513
Urbana City - 044941	Lima City - 044222
Xenia Community City - 045153	East Palestine City - 043927
Indian Creek Local - 047803	Montpelier Exempted Village -045526
Elida Local - 045773	Revere Local - 050054
Edgerton Local - 050617	Ridgemont Local - 047506
Shawnee Local - 045799	Martins Ferry City - 044347
Buckeye Local - 048470	Marietta City - 044321
Berkshire Local - 047167	Jefferson City - 048256
Fairpoint Harbor Exempted Village - 045369	Salem City - 044735
Newton Falls Exempted Village - 045567	Sidney City - 044784
Riverside Local - 047894	Canton City - 043711
Dayton City - 043844	Springfield City School - 044818
Cincinnati Public Schools - 043752	Findlay City - 043984
Norwood City - 044578	Barberton City - 043539
Felicity-Franklin Local - 046334	Bucyrus City - 043687
Frontier Local - 050492	Black River Local - 048462
Edon Northwest Local - 050625	Lorain City - 044263
Teays Valley Local - 049098	Painesville City Local - 044628
Parma City - 044636	Norwalk City - 044560
Delphos City - 043885	Wellington Exempted Village -045658
Big Walnut Local - 046748	Groveport Madison Local - 046979
East Knox Local - 047845	Fairview Park City - 043976
Conneaut Area City - 043810	

Justification for List of Districts

Based on the 4-year 2019 graduation data from the cohort of economically disadvantaged students, target districts have been identified as those with greater than 7% gap in actual 4-year graduation rate to the graduation rate long term goal. Evaluation criteria was based on the 2026 4-year graduation rate long term goals established in the [state ESSA plan for the Gap Closing measure](#). Ranks were assigned to districts and schools for each subgroup analysis. Ranks were determined based on the difference between the 2026 long term graduation rate goal and the 2019 4-year graduation rate.

Application Review

The Department will establish an internal application review team. The review team will have expertise with Ohio's graduation requirements and instruction regarding academic preparedness skills, life skills and knowledge of the career-readiness alternative demonstrations of competency.

The application review team will conduct an evaluation of applications for subgrantees based on the specific criteria listed in this RFA. Review team members will be free of any conflicts of interest for all assigned applications. Each eligible application will be reviewed and scored by each member of the review team.

Proposed Timeline

Date	Event
Monday, December 6, 2021	Announcement of grant opportunity
Friday, January 7, 2022	RFA available
Friday, February 4, 2022	Application deadline
Monday, February 7, 2022	Grant review process
Thursday, March 3, 2022	Grant selection notification

Application Submission

Applicants are required to submit a completed PDF copy of their application and any supporting documents to the Comprehensive Continuous Improvement Plan (CCIP) answering all questions included in the Application portion of this RFA and the Statement of Grant Assurances.

Application Format

Narrative, including an Executive Summary, should appear on 8.5" x 11", standard letter size paper, double-spaced. Use Arial, 11-point font. The application should include a narrative that addresses each of the required questions. Indicate each section title in bold. Appendices must be in the order outlined in the checklist and immediately follow the application narrative. Number all pages and include the applicant's name in the header of each page. An application template will be made available from the Department. Applicants are not required to use the template but are suggested to do so to ensure the formatting requirements are met. The executive summary of the application should be no longer than one page, but there is no limit to the full length of the application.

Deadline

Submit PDF copies of the application narrative, appendices and budget documents by 11:59 p.m. EST on Monday, Feb. 4, 2022, to the Comprehensive Continuous Improvement Plan (CCIP). The electronic version must include all required components. Applications must be submitted by the time and date specified above. Incomplete or late applications will not be considered.

Application Narrative

The application should include the following sections:

1. Applicant name and organization.
2. Mailing address including city, state and zip code.
3. Application contact including position, phone number and email address.
4. Grant manager including phone number and email address.
5. Confirmation of which target districts that will be served by the technical assistance program and evidence of an agreement with the noted districts who will be served by the technical assistance program, likely in the form of a letter of support.
6. Executive Summary outlining the applicant's high-level project plan.

7. A detailed description of the technical assistance program to support the identified schools, including the intended areas of expertise that will be the focus of the program and what alternative competency pathways the program will support, including how they plan to provide support to districts, both in increasing access to competency alternatives and ensuring students receive remediation and retest as needed.
8. A detailed description of the planned timeline for establishing and operating the technical assistance program.
9. A detailed description of applicant’s current areas of technical assistance expertise
 - a. Of the alternative demonstrations of competency, which demonstration has your team provided technical assistance for in the past? Please provide a specific example of at least three from the list below:
 - i. College Credit Plus
 - ii. Military Enlistment
 - iii. ACT/SAT Test preparation and support
 - iv. Industry Recognized Credential/License program development
 - v. Developing career-technical education programming
 - vi. Developing and supporting registered apprenticeship/pre-apprenticeship programs
 - vii. Supporting career-focused demonstrations:
 1. WorkKeys Assessment preparation and support
 2. Work-based Learning
 3. OhioMeansJobs Readiness Seal
10. Description of experience with closing gaps for students at-risk of not graduating from high school and the plan for how specifically to address that in this proposed technical assistance program. Descriptions of experience may be supported by letters from previously served schools.
11. Description of contacts and established relationships in the program’s region that can help support districts in establishing these programs.
 - a. Please list specific contacts and relationships that those who will support the technical assistance program can leverage to increase impacts of the program.
12. Budget Narrative
 - a. Explain how the requested funds will be used to meet the objectives identified in the co-designed plan.
13. Budget Worksheet
 - a. This will be filled out in CCIP. Applications should consider their Budget Narrative as they complete this. Categories in Budget Worksheet are related to those in Budget Narrative, although they may not be exact.

Budget Narrative and Worksheet

Budget Narrative

Provide an itemized list of expenditures that the project expects to incur throughout the duration of the funding period. Provide information on the services that will be provided in support of the program objectives.

Budget Category	Explain how the requested funds will be used to meet the objectives identified in the co-designed plan.
Staff Time	

Technology and Software Needs	
Resource or Material Development	
Professional Development	
Program Development	
Partnership Development	
Stakeholder Engagement	

Budget Worksheet:

Provide an itemized budget breakdown and justification that break down salaries, benefits, purchased services, supplies, capital outlay and other expenditures.

Applicant Name:

Applicant IRN:

Applicants must submit the Budget Worksheet into the Comprehensive Continuous Improvement Plan that includes the total sum requested for the qualifying program that provides an itemized list of expenditures, with cost, that the program plans to incur using grant funds.

<i>Proposed Budget (submitted with grant application)</i>	<i>Salaries 100</i>	<i>Retirement Fringe Benefits 200</i>	<i>Purchased Services 400</i>	<i>Supplies 500</i>	<i>Capital Outlay 600</i>	<i>Other 800</i>	<i>Total</i>
<i>Instruction</i>							\$ -
<i>Support Services</i>							\$ -
<i>Governance/Admin</i>							\$ -
<i>Professional Development</i>							\$ -
<i>Family/Community</i>							

Safety							
Facilities							\$ -
Transportation							
Nonpublic							
Indirect Costs							\$ -
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Technical Review

The following selection criteria must be evident in a successful application. Any application not meeting any of the technical criteria will not be considered for funding.

A. Organizational Information

Complete sections 1-4 of the narrative, including all the necessary information.

1. Applicant name and organization;
2. Mailing address including city, state and zip code;
3. Application contact including position, phone number and email address; and
4. Grant manager including phone number and email address.

B. Target School(s) Served

Complete section 5 of the narrative and confirm that at least one target school district will be served, including evidence of an agreement with the noted district.

5. Confirmation of which target schools that will be served by the technical assistance program and evidence of an agreement with the noted districts who will be served by the technical assistance program, likely in the form of a letter of support.

C. Budget Worksheet

Complete section 13 of the narrative, template attached.

D. Grant Assurances

Grant assurances are included, signed and accepted.

Quality Criteria

The following selection criteria should be evident in a successful application for the Amplifying Ohio's Pathways to Graduation grant opportunity.

A. Executive Summary (4 points) – Complete section 6 of narrative.

6. Provide a summary that gives the reader a vision of the proposed technical assistance plan. Summarize the amount of funding requested, introduce the proposed timeline and explain how your

past experience(s) will aid you in the success of this project. This section may be posted for public viewing on the Department's website.

- B. Program Details (4 points)** – Complete section 7 of the narrative, detailing the planned instruction and services that students will receive as a part of the program. Applicants will be evaluated based on the quality of services planned to be offered to districts, as well as the programming that they will target for participating districts.
7. Provide a detailed description of the technical assistance program to support the identified schools, including the intended areas of expertise that will be the focus of the program and what alternative competency pathways the program will support, including how they plan to provide support to districts.
- C. Timeline (4 points)** – Complete section 8 of the narrative, detailing the significant dates and deadlines for creating and implementing the proposed technical assistance program. Applicants will be evaluated on the practicality of the timeline.
8. Provide a detailed description of the planned timeline for establishing and operating the technical assistance program.
- D. Experience (12 points)** – Complete question 9 of the narrative, detailing program experience in establishing programming for at least three of the seven potential competency alternatives. Applicants will be evaluated on the quality of experience to determine capability in providing technical assistance through this grant.
9. Provide a detailed description of applicant's current areas of technical assistance expertise –
Of the alternative demonstrations of competency, which demonstration has your team provided technical assistance for in the past? Please provide a specific example of at least four.
- E. Gap Closing (8 points)** – Complete section 10 of the narrative, detailing experience in closing gaps in the past through career focused initiatives. Applicants will be evaluated on the quality of their previous experience in closing gaps for students at risk of not graduating AND the quality of the plan for how to address this with the districts they will provide technical assistance to in the program.
10. Description of experience with closing gaps for students at-risk of not graduating from high school and the plan for how to specifically address that in this proposed technical assistance program. Descriptions of experience may be supported by letters from previously served schools.
- F. Contacts (4 points)** - Complete section 11 of the narrative, detailing existing contacts and describing how these will aid the applicant in giving technical assistance to target district(s). Applicants will be evaluated based on the relevance of contacts to the alternative demonstrations of competency and their planned services.
11. Description of contacts and established relationships in the program's region that can help support districts in establishing these programs.
- G. Budget Narrative (4 points)** - Complete section 12 of the narrative, detailing why the amount of funds being requested is necessary to provide technical assistance. Applicants will be evaluated based on the alignment of their budget narrative to the technical plan shared throughout the application.
12. Outline the amount of requested funds and how the funds will be spent.

Application Appendix: Grant Assurances

Appendix A is required for all applicants. Appendix A must be completed and signed for applications to be considered for selection.

- A. Grant Assurances: The full grant assurances and a copy of Appendix A are located in this RFA. If you have questions about any of the assurances, please contact the manager of the grant at Sara.Watson@education.ohio.gov.

Supporting, Evaluating and Reporting Expectations

Monitoring and Reporting

To evaluate subgrantee effectiveness and gauge success of the performance criteria listed above, subgrantees will be required to submit quarterly self-assessments and a final grant activities report by September 1, 2024.

The Department reserves the right to request revisions for clarity or ask for additional information as necessary.

Reports will be submitted to the manager of the grant at Sara.Watson@education.ohio.gov.

Use of Funds

This grant may be used to purchase materials and services that enable the grantee to address their identified quality criteria. Examples of permitted uses include the following:

Permitted uses include:

- Staff training on career focused programming.
- Staff compensation for time devoted to technical assistance.
- Regional programming to offer technical assistance to districts, either virtually or in person.
- Development of materials or resources to aid in technical assistance.
- Technology or software needs to support technical assistance program.
- Other uses as identified by the applicant.

Please note this is not an exhaustive list. If there is doubt about whether an expenditure is appropriate, please contact the manager of the grant at Sara.Watson@education.ohio.gov.

Statement of Grant Assurances

The Elementary and Secondary School Emergency Relief Fund III (ESSER III) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools.

- The subgrantee will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER III funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- Subgrantee will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any subgrantee receiving funding under this program will have on file with the SEA (state educational agency) a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- Subgrantee will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The subgrantee commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the subgrantee complied with

this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program

- The subgrantee will complete any reporting requested by the SEA to comply with all SEA reporting requirements, including those in section 15011 of the CARES Act and section 313(f) of Division M of the CRRSA Act.
- Records pertaining to the ESSER III award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from a subgrantee's ESSER funds. The subgrantee will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- A subgrantee may use funds it receives under section 313(d) of the CRRSA Act for any activity listed in section 313(d) (applicable sections of the CRRSA Act. Any activity that is an allowable use of Elementary and Secondary Schools Emergency Relief (ESSER) funds by a subgrantee under section 18003(d) of the CARES Act is also an allowable use of ESSER III funds by a subgrantee under section 313(d) of the CRRSA Act and any allowable use of ESSER III funds by a subgrantee is also an allowable use of ESSER funds by a subgrantee under section 18003(d) of the CARES Act.
- The subgrantee will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D— Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) and use ESSER III funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The subgrantee will submit to the department, in a form and manner prescribed by the department, any data that the department and district jointly determine is necessary to evaluate the pilot program.

General Management

Grantees are required to maintain records, including, but not limited to, invoices, purchase order requests, requisition orders and receipts and provide the Department access to those records in the conduct of audits or for supporting budget documentation. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

Records must be maintained for three years following submission of the final grant activities report.

Conflicts of Interest

Grantees must avoid conflicts of interest when entering into contracts for equipment and services. State law regarding conflicts of interest is strict. It is the responsibility of the grantee to be in compliance with the [Ohio Ethics Law, ORC Chapter 102](#), ORC 3314.03 regarding conflicts of interest.

Misuse of Funds and Grant Termination

The Department may terminate the grant award immediately if it is determined that the subgrantee, grantee staff or any individuals connected with the credential program have used grant funds for personal gain, performed criminal activities or broken any of the agreed upon assurances provided in the use of the CCIP or grant specific assurances. If it is determined that any grant funds have been misused, the Department reserves the right to request the subgrantee return the full amount of awarded funds.

Equipment Inventory

Federal requirements specify that all equipment purchased under this grant must be inventoried. Equipment is any tangible, nonexpendable property having a useful life of more than one year. The subgrantee's inventory control policies and procedures should be aligned to the Auditor of State bulletins and should be made available upon request by the Department.

Grantees must maintain an inventory of equipment purchased with grant funds until disposition takes place. The inventory of records must include the following:

1. Description of the item, including:
 - a. A serial number or other identification number,
 - b. Funding source of the item (name of funding title/grant),
 - c. Name of holder of title,
 - d. Acquisition date,
 - e. Acquisition cost,
 - f. Percentage of state participation in the cost of the item,
 - g. Location of the item,
 - h. Use and condition of the item, and
 - i. Any ultimate disposition data including date of disposal and the sale price of the item.
2. An inventory control system and equipment maintenance procedures.
3. An ability to maintain equipment records for three years following submission of the final grant activities report. If there is an audit exception, the subgrantee must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

Amplifying Ohio's Pathways to Graduation Grant Selection Criteria and Rubric.

Scoring Requirements

The following criteria will be used by reviewers to evaluate the application. The applicants with the highest total point values in the quality criteria will be selected.

Application Checklist

The Ohio Department of Education's Technical Review Team will ensure each applicant submitted all required narratives and appendices prior to scoring the application. Applications that are missing one or more required narratives and/or appendices will not be scored. Applications missing one or more technical criteria will not be scored.

Scoring Rubric Criteria

Grant scorers will evaluate each section of the application and award points based on the following criteria. In sections where evaluation is based on a "yes" or "no" answer, applicants will have the ability to earn "1" or "0" points respectively. In sections where qualitative evaluation is necessary for reviewers, portions of the answer will be evaluated on a scale of "0" points to "4" points, with the ability to earn a minimum of 0 points and a maximum of 4 points. In those situations, the below rating characteristics will be used. In the event of a tie, a consensus determination made by grant scorers will determine the awardee.

Rating Characteristics:

Not Addressed/0 Points The response is not provided.

Poorly Developed/1 Point The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Adequately Developed/2 Points The response meets less than half of the established criteria and contains substantial gaps in other areas.

Well Developed/3 Points The response meets the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/4 Points The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the applicant expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

Quality Criteria Rubric:

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
Executive summary gives reader a synopsis of applicant's intents if they were to receive a grant.	0	1	2	3	4
Describes how the applicant will provide technical assistance to their identified target district, including the intended areas of expertise that will be the focus of the program and what alternative competency pathways the program will support.	0	1	2	3	4
Timeline is detailed and practical, including significant dates.	0	1	2	3	4
Example 1: Describes experience in supporting programming related to at least 1 of the 7 options listed as alternative demonstrations of competency.	0	1	2	3	4
Example 2: Describes experience in supporting programming related to at least 1 of the 7 options listed as alternative demonstrations of competency.	0	1	2	3	4
Example 3: Describes experience in supporting programming related to at least 1 of the 7 options listed as alternative demonstrations of competency.	0	1	2	3	4
Describes how they have helped to close gaps in the past regarding career focused initiatives.	0	1	2	3	4

Describes how they plan on closing gaps through proposed technical assistance plan.	0	1	2	3	4
Provides contacts and relationships and describes how those will aid the applicant in giving technical assistance to target district(s).	0	1	2	3	4
Budget narrative aligns with described technical assistance program.	0	1	2	3	4
Total Points Earned					/40

Appendix A

Grant Assurances

Statement of Grant Specific Assurances

The grantee assures, if awarded a grant, that:

Subgrantees must abide by all [requirements and assurances](#) specified in the Elementary and Secondary School Emergency Relief (ESSER) Fund Certification and Agreement for Funding, under the Education Stabilization Program. Subgrantees must attest to these assurances when entering their budget into the Department's e-grant applicant system, known as the CCIP.

The American Rescue Plan Elementary and Secondary School Emergency Relief Fund III (ESSER III) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools.

The subgrantee will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER III funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Subgrantees will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Any subgrantee receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)

Subgrantee will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The subgrantee commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the subgrantee complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program

The subgrantee will complete any reporting requested by the SEA to comply with all SEA reporting requirements, including those in section 15011 of the CARES Act and section 313(f) of Division M of the CRRSA Act.

Records pertaining to the ESSER III award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from a subgrantees ESSER funds. The subgrantee will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

A subgrantee may use funds it receives under section 313(d) of the CRRSA Act for any activity listed in section 313(d) (applicable sections of the CRRSA Act. Any activity that is an allowable use of Elementary and Secondary Schools Emergency Relief (ESSER) funds by a subgrantee under section 18003(d) of the CARES Act is also an allowable use of ESSER III funds by a subgrantee under section 313(d) of the CRRSA Act and any allowable use of ESSER III funds by a subgrantee is also an allowable use of ESSER funds by a subgrantee under section 18003(d) of the CARES Act.

The subgrantee will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D— Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) and use ESSER III funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

- The subgrantee will submit to the department, in a form and manner prescribed by the department, any data that the department and district jointly determine is necessary to evaluate the pilot program.

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for the Career Promise Academy Pilot Grant for the purpose of program from the grant list and acknowledges to all Statement of Grant Specific Assurances.

Signature of Authorized Person: _____ Date: _____

Printed Name of Authorized Person: _____