



Ohio

School Quality Improvement Grant

OFFICE FOR IMPROVEMENT AND INNOVATION

NOVEMBER 2018

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INTRODUCTION

The *School Quality Improvement Grant application* is designed to provide funds to Priority, Focus and Warning schools to implement sustainable, strategic improvement strategies. Activities funded by these grants should be part of a broader continuous improvement plan. Funds awarded during this application window will be for a four-year period beginning in the winter of 2018.

OHIO'S STRATEGIC PLAN FOR EDUCATION

Ohio's strategic plan for education, [*Each Child, Our Future*](#), was developed through extensive engagement with educators and finalized in the summer of 2018. The three core principals are equity, partnerships and quality schools. The *School Quality Improvement Grant application*, in alignment with the state's strategic plan, focuses on quality schools as an important destination where many individuals and factors, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more, come together to serve students. Research demonstrates that school leaders have the greatest influence in defining a school's culture and climate, which significantly affect student learning. A quality school is a place where parents, caregivers, community partners and others interact for the benefit of each students.

OBJECTIVES OF THE SCHOOL QUALITY IMPROVEMENT GRANT APPLICATION

The goal of this competitive grant program is to provide additional resources to struggling schools to support high-quality improvement plans. Successful applications will provide evidence of:

- **Comprehensive Needs Assessment.** Completion of a needs assessment that includes multiple types and sources of data that address both academic and nonacademic issues.
- **SMART Goals.** Development of both long- and short-term goals that are both adult- and student-specific.
- **Use of Evidence-Based Strategies.** The specific level of evidence (1-3) as outlined in the Every Student Succeeds Act that supports each selected strategy targeting specified goals.
- **Alignment to Student Needs.** Evidence-based strategies should align to student needs identified by the needs assessment.
- **Coordination and Integration of Resources.** Strategies and action steps funded by this grant should be implemented in coordination with other federal, state, local and private programs and revenue streams.
- **Promoting Alignment.** Alignment to student needs and to the school's overall improvement plan. Alignment allows for a school to amplify the impact on student achievement and the overall improvement plan. Alignment also includes integrating various funding streams, including funding from outside partners, in support of a unified improvement approach for the school.
- **Strategic Target Areas.** Strategies and action steps identified as part of the improvement plan clearly indicate one of the following target areas: 1) Excellent Educators and Instructional Practices; 2) Standards, Assessments and Accountability; 3) Supporting a Positive Climate & Culture and 4); Research-based collaboration

SCHOOL IMPROVEMENT TARGET AREAS

Each identified school must select one of four target areas. All school-level applications must demonstrate how the proposed target area and grant activities are aligned with student needs and integrated with an overall improvement plan designed to exit the school from improvement status.

Each applicant is required to participate as a member of a peer-to-peer network designed around the selected target area.

EXCELLENT EDUCATORS AND INSTRUCTIONAL PRACTICES

Effective leadership is critical to developing a culture of continuous improvement. Applications selecting this target area will focus on building the capacity of leadership, shared ownership of reform and collaborative decision-making by building the capacity of the school administrator(s) and other building-level leadership to improve results for all students as part of district and schoolwide improvement.

Activities in this target area may include, but are not limited to, building school principals' and teacher leaders' knowledge and skills in the use of distributed or shared leadership models, improving skills necessary to support successful facilitation of components of the Ohio Improvement Process (OIP) and upgrading knowledge of successful instructional practices through professional development and principal coaching.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY: DATA USE CAPACITY IMPROVEMENT

Collecting and using data effectively is necessary for quality implementation, monitoring and evaluation of improvement strategies. Understanding, generating, using and analyzing data are concerns raised frequently by those involved in school improvement activities. This target area assists schools in increasing their access to quality data and raising school- and district-level staff capacity to collect and analyze both adult and student-level data.

Activities in this target area may include, but are not limited to, creation, alignment and evaluation of high-quality, aligned curriculum; acquisition of quality, aligned instructional materials; assessment tools such as short-term and long-term monitoring; and formative and summative assessments and data coaching.

Activities in this target area also may include focusing on Ohio's K-3 Learning Standards, Ohio's Learning Standards for English Language Arts and Ohio's Plan to Raise Literacy Achievement. This could include targeted professional development and acquisition of quality instructional materials and development of effective literacy instructional strategies to improve literacy skills for all students and student subgroups, across all ages, grades and subjects.

POSITIVE CLIMATE & CULTURE

Strong family and community engagement and nonacademic supports are essential to creating conditions conducive to student improvement and success. Applicants selecting this target area will focus on selecting evidence-based strategies that encourage engaging families and communities and creating partnerships with community services providers to conditions conducive to student improvement and success.

Activities in this target area may include, but are not limited to, hiring a site-based service coordinator to develop student and family supports; establishing partnerships between the school, community organizations and agencies, businesses, and faith-based organizations to provide support services; and providing professional development to institute culturally responsive or trauma-informed practices, expand family engagement and community connections, and address identified climate issues. This target area also may support other activities necessary to the creation of a community learning center, school-based health care or similar approaches.

RESEARCH-BASED COLLABORATION

Proving Ground - Partnership with Harvard University

A limited number of opportunities exist for applicants to be a part of a multi-school collaborative that will use the same evidence-based strategies and practices. Rather than choosing one of the main target areas, schools may apply to be part of a state-district partnership that addresses chronic absenteeism.

Schools within districts that are selected by Proving Ground are able to apply to participate in this collaboration. These schools can receive additional resources to assist with the implementation costs of rapid short-cycle evaluation strategies directed toward reducing chronic absenteeism. The goal is to make evidence gathering and evidence use an intuitive part of how district and building teams conduct their daily work.

If an applicant is interested in completing an application for this targeted area, the applicant should contact Heather Boughton, director of the Office of Research, Evaluation & Advanced Analytics, at Heather.Boughton@education.ohio.gov. Applications not accepted by Harvard will not be able to apply for this target area.

GENERAL INFORMATION

All questions regarding this opportunity should be directed to school_improvement@education.ohio.gov.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The deadline for the *School Quality Improvement Grant application* is Jan. 22, 2019, at 11:59 a.m.

- A completed application with *Authorized Representative approval* must be received via the Department's CCIP system prior to 11:59 a.m. on Jan. 22, 2019;
- The submitted application must include the signature of the governing authority (community schools), superintendent and treasurer of the district or community school; and
- Applications submitted after the deadline of 11:59 a.m. on Jan. 22, 2019, **will not** be accepted.

ELIGIBLE APPLICANTS

While all applications are submitted at the Local Education Agency (LEA) level, only schools identified as a Priority, Focus or Warning schools in the fall of 2018 are eligible to apply for *Building Excellent Schools Together* funds.

Priority schools either have a multiyear graduation rate at or below 67 percent or are performing in the bottom 5 percent of schools. Additional information is available [here](#).

Focus schools are those schools where one or more subgroups of students are performing at or below the level of the Priority schools for two years or are in the 30th percentile and have a D or F on the Gap Closing component for two consecutive years. Additional information is available [here](#).

Warning schools are schools where one or more the school's subgroups of students is performing at or below the level of the same subgroup for Priority schools for one year. Additional information is available [here](#).

Ohio must award grants to geographically diverse districts.

FUNDING PRIORITY

Application activities should be aligned to the improvement activities in the school's or district's school improvement plan.

LEVELS OF EVIDENCE

A requirement of a *School Quality Improvement Grant application* is that funds must be used to implement at least one level 1, 2 or 3 evidence-based strategy aligned to the selected targeted area.

- A Level 1 strategy has strong evidence from at least one well-designed and well-implemented experimental study.
- A Level 2 strategy has moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- A Level 3 strategy, the lowest allowable level for meeting the evidence-based strategy requirement of the application, is a strategy that shows promising evidence from at least one well-designed and well-implemented study.

Additional information about levels of evidence is available [here](#). Ohio's Evidence-Based Clearinghouse is available [here](#).

APPLICATION TIMELINE

Date	Activity
Early November	Announcement of <i>School Quality Improvement Grant application</i> opportunity
Nov. 9-19	Regional meetings (registration available in STARS)
Dec. 19, 2018	Application opens in the CCIP (Comprehensive Continuous Improvement Plan)
Tuesday; Jan 22, 2019, 11:59 a.m.	Application closes and application review begins

**Those applications awarded will have a substantially approved date aligned to the date the application was submitted. Grant activities done prior to award notification but after the substantially approved date can be charged to the grant.*

FUNDING

Funding for the School Improvement *School Quality Improvement Grant application* is based on up to four years of funding. The maximum funds available to a school will be based on school identification and student enrollment for the 2017-2018 school year. If a school already is receiving a SIG Cohort 4 or Cohort 5 grant, the school can only apply for those funds available to a Focus school.

The following chart shows the maximum funding amount per year. Student enrollment is based on the FY18 ADM.

FY19

School Identification	Maximum Request Per Student Enrollment		
	200 students or fewer	201-750 students	751 or more students

Focus or Warning School or SIG Cohort 4 or 5	\$50,000	\$75,000	\$100,000
Priority School	\$75,000	\$100,000	\$125,000

FY20

School Identification	Maximum Request Per Student Enrollment		
	200 students or fewer	201-750 students	751 or more students
Focus or Warning School or SIG Cohort 4 or 5	\$100,000	\$150,000	\$200,000
Priority School	\$150,000	\$200,000	\$250,000

FY21

School Identification	Maximum Request Per Student Enrollment		
	200 students or fewer	201-750 students	751 or more students
Focus or Warning School or SIG Cohort 4 or 5	\$100,000	\$150,000	\$200,000
Priority School	\$150,000	\$200,000	\$250,000

FY22

School Identification	Maximum Request Per Student Enrollment		
	200 students or fewer	201-750 students	751 or more students
Focus or Warning School or SIG Cohort 4 or 5	\$50,000	\$75,000	\$100,000
Priority School	\$75,000	\$100,000	\$125,000

Each school application uses 2 percent of requested funds to support its participation in its targeted area peer-to-peer network.

The Every Student Succeeds Act (ESSA) prioritizes a focused approach to improvement in rural, low-income areas. Schools in districts identified as rural based on Ohio typology are able to apply for an additional \$25,000 in both FY19 and FY22 and an additional \$50,000 for both FY20 and FY21.

Schools implementing the target area of Research-based Collaboration *Proving Ground* are eligible to request additional funding. Districts in year one of implementation are eligible for an additional \$50,000 for FY19 and an additional \$80,000 for FY20 and FY21. Districts in year two of implementation are eligible for an additional \$80,000 for FY19 and FY20.

The Department is focusing on building capacity of schools and districts and increasing the understanding of effective improvement approaches in Ohio. Awarded applications must commit to participating in a collaborative peer-to-peer network organized by one or more than one educational service center. Schools must commit 2 percent of funds, each year of the grant, to participation in the target area peer-to-peer network.

AWARD NOTIFICATION

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

ALLOWABLE USES

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

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

Allowable	Unallowable
<p>Target-aligned resources</p> <p>Up to 30 percent of funds may be used for supplies and capital outlay and no more than half of those funds may be used for technology</p> <p>School Climate and Culture - incentives related to academic achievement and parent attendance that meet the Title I-allowable requirement (must get preapproval)</p>	<p>Direct student services – including, but not limited to, tutors or teacher salary</p> <p>More than 30 percent of funds used for supplies and capital outlay</p> <p>Instructional coaches</p>

GRANT ASSURANCES

Completion and submission of the School Improvement *School Quality Improvement Grant application* constitutes acceptance of all identified assurances and agreement to abide by the results of the selection process. Each applicant is required to read and agree to the assurances as part of its submission documents. Assurances and the signature page can be found in the [document library](#) in the School Improvement 1003 folder of the CCIP.

FINDINGS FOR RECOVERY

By law, public contracts cannot be awarded to persons or businesses for which a Finding for Recovery has been issued and remains unresolved. The Auditor of State established a database pursuant to Ohio Revised Code Section 9.24 to list all persons who have unresolved findings for recovery, dating back to Jan. 1, 2001.

Before entering into a public contract described above, a state agency or political subdivision is required to verify that the person does not appear in this database. Organizations or principles of organizations with unresolved findings may be ineligible to receive *School Quality Improvement Grant* funds.

GRANT TERMINATION

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

APPLICATION INFORMATION AND DEADLINE

Applicants are required to complete all application requirements in the CCIP and upload only the required documents that conform to the prescribed application format. Applicants must thoroughly answer all required application questions in the CCIP. The deadline for the *School Quality Improvement Grant application* is Jan. 22, 2019, at 11:59 a.m. with Authorized Representative approval.

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

- CCIP Authorized Representative/Superintendent will grant users full access and those with this role have final approval.
- CCIP Fiscal Representative/Treasurer will grant users full access and access to submit project requests.
- OEDSR Administrator will grant access to assign roles in the Ohio Educational Directory System.
- Data Entry Funding-CCIP will grant users update access to all funding applications.
- OEDSR Administrator will grant users access to the Compliance Monitoring System if application is funded.

**Data View Funding roles are read only.

*Applicants should expect the processing speed of the CCIP to slow considerably on the last days of the submission period due to the high volume of system users submitting applications. We recommend the application be finalized well in advance of the deadline. Allow time for resolution of last minute issues. Due to the high volume of calls into the office prior to the application deadline, it will be very difficult to receive help on the last day of submission. The application will close promptly at 11:59 a.m. Eastern Standard Time. **No extensions will be granted for organizations experiencing technical difficulties.** All access requirements and system tests must be completed in advance of the closing of the application.*

APPLICATION REQUIREMENTS AND RUBRIC

RATING CHARACTERISTICS

Rating	Points	Description
No evidence	0	A response is not provided.

Insufficient evidence	1	The response provided is significantly incomplete, missing or inadequately addresses required elements.
Limited evidence	2	The response provided addresses some of the established criteria, but descriptions and explanations are incomplete and lack supporting evidence.
Sufficient evidence	3	The response provided addresses the majority but not all of the established criteria, descriptions or explanations include substantial gaps and supporting evidence is limited
Strong evidence	4	The response provided addresses all established criteria, but explanations or descriptions lack detail and evidence provided fails to provide evidence of alignment to other elements of the application.
Exceptionally strong evidence	5	The response provided addresses all criteria thoroughly and includes detailed descriptions and explanations and includes specific, high-quality evidence that demonstrates alignment of elements and the applicant's thorough understanding of key issues.

Each requirement includes the total points possible, as well as the points needed to meet the threshold for award consideration. Each requirement lists general criteria that apply to all applicants regardless of the target area.

REQUIRED DOCUMENT: APPLICATION OVERVIEW

Provide a summary (no more than one page, double-spaced, one-inch margins, Arial, 11-point font) briefly describing the proposed project and highlight the features of the application in connection to the work of the school and district. The application overview will not be scored but may be posted for public viewing on the Department's website.

CCIP QUESTION: TARGET AREA

Failure to identify one of the targeted areas identified in this application may result in this application being rejected.

CCIP QUESTION: EVIDENCE-BASED STRATEGY

The school must identify one specific evidence-based strategy identified as Level 1, 2 or 3 and identify level of evidence. **Failure to select and identify at least one evidence-based strategy (Level 1, 2 or 3) and associated level of evidence as defined by ESSA and U.S. Department of Education Non-Regulatory Guidance) may result in this application being rejected.**

CCIP QUESTION: NEEDS ASSESSMENT

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes the needs of school-level staff, educational needs of students and the community. Includes evidence of collecting analyzing multiple sources and types of information for the needs assessment	0	1	2	3	4	5
Describes how the school engaged with staff, families and the community as part of the needs assessment and selection of the target area and evidence-based strategy. Includes stakeholders who were part of the process, how input was solicited and how stakeholders input shaped the plan.	0	1	2	3	4	5
Total points: __/10						
Points needed: 6						

CCIP QUESTION: EVIDENCE-BASED STRATEGY

Provide an explanation of how the evidence-based strategies address the applicant's needs assessment and project goals. Explain why the strategies selected are appropriate for the grade level(s), students and content area. For each practice or intervention cited in the application, provide a brief explanation for how the applicant determined the intervention it selected met Level 1 ("Strong"), Level 2 ("Moderate") or Level 3 ("Promising") level of evidence.

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Provides an explanation of how the evidence-based strategies included in the application align to the applicant's needs assessment and project goals. Applicants should at least explain how the selected strategies are appropriate based on grade	0	1	2	3	4	5

level, type of student and content area addressed by the strategy.						
Evidence level, an indication of the level of evidence associated with the practices or intervention.	Item not scored; however, application must indicate at least one Level 1, 2, or 3 evidence-based strategy.					
Explains how the applicant determined the intervention selected meets Level 1 ("Strong"), Level 2 ("Moderate") or Level 3 ("Promising") level of evidence.	0	1	2	3	4	5
Total points: __/10						
Points needed: 6						

CCIP QUESTION: IMPACT FOR STUDENTS AND ADULT (GOALS)

Identify SMART student goals and adult implementation goals or indicators for the evidence-based strategy. **Failure to identify required number of SMART goals in application may result in this application being rejected.**

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
<i>Identifies no fewer than two goals for student outcomes that meet all requirements of SMART goals that are included as part of the application.</i>	Item not scored; however, application must identify at least two long-term SMART student goals.					
<i>Identifies no fewer than two adult implementation goals or indicators that meet all requirements of SMART goals that are included as part of the application.</i>	Item not scored; however, application must include at least two identified long-term adult implication indicators.					
Total points: N/A						
Points needed: N/A						

CCIP QUESTION: PROGRESS MONITORING

Describe how the project, including action steps, will be monitored. Responses should specify what measures will be used to monitor progress, data that will be collected and analyzed, and how data is used to make decisions, including how the plan may be revised based on data review and analysis. Applicants must identify and describe all assessments of student performance that will be used to monitor progress toward achieving student performance goals and the measures and data that will be used to monitor adult implementation of the evidence-based strategies

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes the monitoring process for plan implementation and goal progress including: who is responsible for monitoring, how monitoring information will be collected, frequency of observations and/or review of data, and how data will inform decisions to revise the plan if necessary.	0	1	2	3	4	5
Describes the assessments and instruments used to monitor progress toward meeting student performance goals including: how the assessment was selected, data sources, measures/indicators used, who is responsible for data collection and analysis, frequency of data collection, and how data will inform decisions to revise the plan if necessary.	0	1	2	3	4	5
Describes the assessments and instruments used to monitor progress of adult implementation goals including: how the assessment was selected, data sources, measures/indicators used, who is responsible for data collection and analysis, frequency of data collection, and how data will inform decisions to revise the plan if necessary.	0	1	2	3	4	5
Total points: ___/15						Points needed: 9

CCIP QUESTION: STRATEGIES AND ACTIVITIES

Describe the implementation of the proposed application. This includes:

- Key activities and action steps proposed to implement the chosen strategy;
- Primary person or persons responsible for leading or completing the activity;
- Plan for implementation, including timeline;
- Resources needed to support implementation;
- Professional development and other activities for educators, leadership and support personnel.

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes the key activities/action steps and person primarily responsible.	0	1	2	3	4	5
Describes implementation process, including timeline for proposed strategies and action steps.	0	1	2	3	4	5
Describes the professional development and other activities for educators, leadership and support personnel.	0	1	2	3	4	5
Describes the resources applicant requests for implementation of this application, including coordination with other improvement plans and funding sources.	0	1	2	3	4	5
Total points: __/20						
Points needed: 12						

CCIP QUESTION: IMPACT EVALUATION AND REPORTING

Describe the steps the school will use to evaluate the success of implementation, progress toward achieving adult indicators and achievement of student performance goals. The description should at least include staff (internal and external) involved, source of resources to support evaluation and specific activities used for program evaluation.

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes specific activities that will be used to evaluate success in achieving progress indicators and goals detailed in this application. The description should at least include evaluation of fidelity of implementation, project management, alignment to needs assessment and how data was used to inform decisions to revise the plan.	0	1	2	3	4	5
Provides a description of internal and external staff and internal and external resources used for program evaluation.	0	1	2	3	4	5
Total points: __/10						
Points needed: 6						

CCIP QUESTION: INTEGRATION INTO THE CONTINUOUS IMPROVEMENT PLAN

Describe how this application aligns with the applicant’s other improvement plans, including the comprehensive plan for improvement and how resources from this grant will be coordinated with all other revenue streams and resources and partnerships with outside organizations

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes how this application aligns with the applicant’s other improvement plans, including the comprehensive plan for improvement and how resources from this grant will be coordinated with all other revenue streams and resources and partnerships with outside organizations.	0	1	2	3	4	5

Total points: ___/5

Points needed: 3

CCIP QUESTION: BUDGET

Provide an itemized listing of anticipated allowable expenditures that aligns with the allocation budget grid for this grant.

This item is not scored; however, applicants must complete the Budget Worksheet (Microsoft Excel file) and upload it in the CCIP as part of the application packet. **The Budget Worksheet details the proposed budget needs for the four years of the application.** Applicants must use the Budget Worksheet template available in the School Improvement 1003 Folder in the Document Library of the CCIP.

CCIP QUESTION: SUSTAINABILITY

Describe your sustainability plan and include staff positions for developing the sustainability process, potential additional partnerships, other funding streams and in-kind services that will enable the application activities to continue beyond the application funding. Include your planning efforts to ensure program success and communication with stakeholders.

Describe how the LEA will sustain the application activities beyond the federal funding provided by the *School Quality Improvement Grant application*.

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes how the activities detailed in this application will be sustained beyond the grant period including: funding needs, potential source(s) of funding, staffing, partnerships with outside organizations, reallocation of existing resources and ongoing communication with stakeholders.	0	1	2	3	4	5
Identifies funded activities and resources of the application that will not continue beyond the application funding and how those activities or resources will not be needed beyond the grant application window.	0	1	2	3	4	5

Total points: __/10

Points needed: 5

CCIP QUESTION: MULTI-YEAR PLANNING PROCESS

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

Criteria	No evidence	Insufficient evidence	Limited evidence	Sufficient evidence	Strong evidence	Exceptionally strong evidence
Describes activities, spending and timeline for implementation for Year 1.	0	1	2	3	4	5
Describes activities, spending and timeline for implementation for Year 2.	0	1	2	3	4	5
Describes activities, spending and timeline for implementation for Year 3.	0	1	2	3	4	5
Describes activities, spending and timeline for implementation for. Year 4.	0	1	2	3	4	5
Total points: __/20						
Points needed: 12						

CCIP DOCUMENT UPLOAD

Any application that is funding a position or part of a position must include a job description detailing minimum qualifications and job duties for each position.

This item is not scored; however, failure to provide job descriptions or qualifications for positions to be funded by this grant may result in this application being rejected.

APPLICATION REVIEW PROCESS

A panel of experienced, impartial readers will read, review and assess the application. The panel will review each section/item of the application for completion and fidelity using the Application Review Process.

Applications must be complete to be considered for the application review. School districts and community schools should use the Application Requirements and Rubric section of this document as a guide for developing their narratives consistent with funding requirements and expectations.

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

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

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

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

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

EVALUATION

All awarded applicants are expected to conduct an implementation and progress evaluation as part of the Ohio Improvement Process framework for continuous improvement.

STATE EXTERNAL EVALUATION

Awarded schools are required to participate in any state external evaluation activities as applicable.

PROGRAM COMPLIANCE MONITORING

LEAs will be monitored for program compliance, as well as fiscal compliance by the Department, including the Office of Federal programs and the Office of Grants Management. LEAs are required to meet all reporting requirements. LEAs will be required to work within the support tool to provide ongoing evidence of implementation and progress.

ADDITIONAL RESOURCES

The following grant documents and resources are available online at education.ohio.gov.

FAQS

ELIGIBILITY

1. **Who can apply?** A local education agency with eligible Priority, Focus or Warning schools may apply as long as it does not currently have unresolved findings with the Auditor of State.
2. **How does geographic diversity impact eligibility?** All districts and community schools are eligible to apply and all grants will be award based on quality, but an additional review will be completed to ensure funds have been awarded to match the geographic diversity of the state.

FUNDING AND CARRYOVER

1. **Are there any carryover funds for School Quality Improvement Grant?** The first-year funds have carryover. While years two, three and four do not allow for the carryover of funds. This means if you are awarded year one funds in FY19, those funds can be carried over into FY20. However, during FY20, when you are awarded year two funds, those funds cannot be carried over into FY21.

GRANT SCORING AND AWARDS

1. **How many readers score a grant application?** Each grant application will be read and scored by three readers.
2. **Will the application be read even if a piece is missing?** All applications are reviewed by the Ohio Department of Education to ensure eligibility and application requirements are met. If an application is incomplete, it will not progress to the competitive grant read. Additionally, applicants are responsible for ensuring all information is entered in the appropriate areas of the application. Information entered inaccurately in sections may not be recognized by the readers assigned to rate the applications.

COMMUNITY SCHOOLS

1. **Does the governing authority need to sign off on the application?** Yes. As a competitive grant, the governing authority is the party that has ultimate responsibility in the requesting for and spending of School Quality Improvement Grant funds. As such, a governing authority is required to sign off on all applications. The governing authority should vote on the application, and there should be a record of the vote as part of a board meeting or other formal action taken by the governing authority.
2. **Can an operator spend School Quality Improvement Grant funds on behalf of the governing authority?** No. As a federally funded competitive grant, the governing authority must maintain total control of these funds. If the school contracts with a CMO/EMO, there must be a process to document that the governing authority is ultimately making decisions as it relates to the spending of competitive federal funds. The school must show an “arms-length” relationship between the governing authority and the CMO/EMO. A recommendation would be to have all activities related to the grant be approved by the governing authority as a separate agenda item at each governing authority meeting.