Expanding Opportunities for Each Child

Grant Funding Information

June 2020

This document provides information for districts and community schools as they allocate and implement *Expanding Opportunities for Each Child* funds. If you have questions or need more information, please send an email to eoecgrant@education.ohio.gov, call (614) 752-2146 or visit the webpage.

INTRODUCTION

Expanding Opportunities for Each Child funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through four grant focus areas:

- Advanced coursework;
- Career pathways;
- Personalized learning;
- Credit recovery and academic acceleration services.

These funds should support and align to local continuous improvement plans. In previous years, these were competitive grant funds. For the 2020-2021 academic year, there is a **non-competitive** application process in the Comprehensive Continuous Improvement Plan (CCIP) for these funds, which is outlined in the appendix of this document.

OHIO'S STRATEGIC PLAN FOR EDUCATION

Each Child, Our Future is Ohio's strategic plan for education. The vision in *Each Child, Our Future* states:

"In Ohio, **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."

This vision sets a direction for the state's education system and its partners. Ohio has in turn committed to increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship, and/or a two-year or four-year college program; serving in a military branch; earning a living wage; or engaged in a meaningful, self-sustaining vocation.

Equity, **partnerships** and **quality schools** are the three core principles of the strategic plan. This grant program aims to address all three principles, with a special emphasis on Ohio's greatest education challenge of **equity** in education achievement for *each child*. The strategic plan seeks to expand access to relevant and challenging academic experiences for each child, as well as educational resources necessary for success across race, gender, ethnicity, language, disability, family background and income.

The four grant focus areas provide a unique opportunity for schools to address identified and existing equity issues through the creation and expansion of high-quality, meaningful and engaging programming. Expanding opportunities in **advanced coursework** can address inequities of access by providing programming not currently available at a student's school, such as Advanced Placement and College Credit Plus courses. Building additional **career pathways** can improve equity of participation in programs that prepare students for in-demand careers, and allow students to explore occupations and industries that lead to career success. **Personalized learning** contributes to equity by respecting each student's individuality, which creates value around their aspirations, interests and passions. Personalized learning also promotes greater engagement by allowing students to learn on their own terms, such as through blended, digital, or project-based learning. Similarly, initiating new **credit recovery** and **academic acceleration** programming can lead to equity of achievement for students that have specific needs and capabilities for mastering knowledge and skills.

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FLEXIBILITY IN ESSA

The Every Student Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), provides many opportunities for states, districts and schools to innovate.

To support innovation, states can use up to 3 percent of their Title I, Part A funds to expand access to direct student services for students. These funds are set aside to help students who attend struggling schools and are from low-income families; increase parent and family involvement in the selection of expanded educational activities; and provide opportunities for districts to work and partner in innovative ways to provide interventions and expand opportunities for students.

The Ohio Department of Education refers to this Title I, Part A, 3 percent set-aside fund as the *Expanding Opportunities for Each Child* grant program (or the *Direct Student Services* grant program). These funds are for the development or expansion of programs and should ***not be used to take the place*** of other federal, state or local funds.

Districts must ensure **each school** receiving *Expanding Opportunities for Each Child* funds continues to receive the local, state and federal funds the school normally would receive in the absence of the grant funds.

ELIGIBILITY

All districts and community schools receiving Title I, Part A funds will have 3 percent of those funds set aside by the Department within the Department's electronic application and verification system, the Comprehensive Continuous Improvement Plan (CCIP), for the *Expanding Opportunities for Each Child* program. This federal grant is awarded yearly.

TIMELINE

To establish a substantially approved date and, in turn, receive spending authority, districts should submit their *Expanding Opportunities for Each Child* applications and budgets in the CCIP within 45 calendar days of receipt of the award.
- The grant funds detailed in this document are provided for **Fiscal Year 2021 (school year 2020-2021)** and do not expire until **Sept. 30, 2022**.
- The *Expanding Opportunities for Each Child* funds are supplemental funds.
- The Ohio Department of Education encourages districts to spend the funds within the allocation year but **will allow 100 percent carryover into the subsequent year**. Districts wishing to carry over any funds will be required to identify the use of those funds in the CCIP history log to ensure continued availability between June 30, 2021, and when carryover funds are loaded in late 2021.
- To support districts with their rates of spending these funds, the Department will provide districts with routine spending checks.

ASSURANCES

Each district that uses *Expanding Opportunities for Each Child* funds must complete and submit the required information (program details and budget) in the CCIP annually. *Expanding Opportunities for Each Child* funds must be spent in accordance with the funding expectations in this document and in alignment with district and building improvement plans identified in the CCIP.

Should districts and community schools fail to meet the assurances below, they may be denied reimbursements by the State of Ohio, and the State may request that the district or community school reimburse the *Expanding Opportunities for Each Child* program.

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The district or community school must, according to section 1003A of Every Student Succeeds Act (ESSA):

- Ensure *Expanding Opportunities for Each Child* Funds are **prioritized** to:
  - First, pay costs for students who are enrolled in schools identified as **Priority**,
  - Second, pay costs for low-achieving students who are enrolled in schools identified as **Focus**,
  - Third, pay costs for other low-achieving students served by the district.

- Ensure funds are used for one or more of the following identified activities:
  - Enrollment and participation in academic courses not otherwise available at a student's school, including **advanced coursework** and **career pathway** coursework that is aligned with **state academic standards** and that leads to an **industry-recognized credential**.
  - **Credit recovery** and **academic acceleration courses** that lead to a regular high school diploma.
  - Activities that assist students in successfully completing **postsecondary-level instruction** and **examinations** that are accepted for credit at institutions of higher education (including **Advanced Placement** and **International Baccalaureate** courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations.
  - Components of a **personalized learning** approach.

- Ensure that budgeted activities align with the **building needs assessment** (One Needs Assessment or CCIP needs assessment) and only reflect allowable activities:
  - Districts and community schools may use no more than 1 percent of the award for outreach and communication to parents about available direct student services activities funded through the *Expanding Opportunities for Each Child* grant.
  - Districts and community schools may use no more than 2 percent of the award on administrative costs related to direct student services.

- Ensure, through outreach and communication, that **parents**:
  - Can exercise a meaningful **choice** of direct student services for their children's education.
  - Have adequate time and information to make a meaningful choice prior to enrolling their children in direct student services.

- Ensure that only **evidence-based practices** and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan.
  - Ensure the providers have access to district- and building-level data, as requested by the service provider, and teachers and other district/school personnel as needed.

- Ensure that if universities and colleges are partnered with to execute this grant programming, those universities and colleges are **accredited**.

ALLOWABLE USES

The *Expanding Opportunities for Each Child* grant requires the completion of a budgetary section of the application in the CCIP. Budgeted activities must align with the performance measures and strategies written in the application. The budget request should only reflect allowable activities aligned with the grant focus areas.

All expenditures must be reasonable, allowable, and necessary and directly related to the expanded opportunity being offered. Use good common sense when making expenditure and obligation decisions. Below is a chart indicating some of the allowable and unallowable uses of funds. Remember, these funds are for the **development or expansion of programs** and should **not be used to take the place** of other local, state or federal funds. Districts may use up to 1 percent of their awarded funds for outreach and communication to families, and up to 2 percent to administer the program.

Examples of Allowable Expenses	Examples of Unallowable Expenses
- Supplies, equipment and curriculum materials that pertain to the expanded opportunity - Staff professional development costs, including training and reimbursement for travel expenses (mileage, per diem, etc.) - Salary for staff while attending trainings - Reimbursement for assessment fees - Fees for industry-recognized credentials, excluding the cost of testing (which already is covered by the state), but including costs for materials, curriculum, equipment, software, teacher preparation, etc. - Transportation costs for students that are directly related to the expanded opportunity offered and not already covered by other funds - Salaries and benefits for staff hired specifically to teach or provide the expanded opportunity (not for administrative costs)	- Costs already covered by other state or federal funds, such as AP and IB testing reimbursements - Staff salaries and benefits for teachers and tutors already employed by the district - Vehicle purchases, unless part of the creation of a career pathway and justification is provided and approved by the grant administration team - Non-academic transportation costs, such as for athletics - Food, unless part of the curriculum supplies, such as for a culinary class - Capital expenses, such as for a building or land for a building - Building repair or renovation, unless part of the creation of a career pathway and justification is provided*

*Any use of funds for updating facilities must be directly related to the academic programming being implemented or expanded in this grant. For example, installing an eyewash station in a career-technical classroom is allowable because of its necessity for safety and learning. However, building improvements needed to convert a storage room to a classroom (such as installing doors or increasing the number of electrical outlets) are **not allowable**, because these expenses are not directly related to the specific execution of advanced coursework or a career pathway.

Documentation

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for five years from the end of the grant cycle. 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.

Program Compliance Monitoring

Districts and community schools will be monitored for program and fiscal compliance by the Ohio Department of Education and its Office of Federal Programs. Districts and community schools are required to meet all reporting requirements. Districts and community schools will be required to work within the Support Schools Tool at both the building and district levels or community school and governing board levels to provide ongoing evidence of implementation and progress, including adult indicators and student impact benchmarks as described in the CCIP application.

GRANT FOCUS AREAS

The *Expanding Opportunities for Each Child* grant seeks to expand access to advanced coursework, career pathways, personalized learning, and credit recovery and academic acceleration services. Districts and community schools must demonstrate how their proposed initiatives *align* with the district's continuous improvement plan (as part of the Ohio Improvement Process), *increase* access to opportunities for students from low-income families, and *improve* student outcomes, including participation, performance and graduation.

Beginning with the class of 2023, students have expanded options to earn a diploma. These long-term graduation requirements involve students demonstrating competency, either through a score on Ohio's Algebra I and English Language Arts II state tests or through alternative means, such as demonstrating readiness through earning at least two diploma seals. To help students access the alternative demonstrations

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of competency and the diploma seals, districts and schools are encouraged to consider how these grant funds may help establish new programming that meets these options.

Career Pathways Development and Expansion Option
The term "career pathway" means a combination of rigorous, high-quality education and training experiences, while also collectively looks at wages and outlook information for related occupations. Career pathways align with the skill needs of industries in the state or regional economy and prepare an individual to be successful in any of a full range of secondary or postsecondary education options. High-quality career pathways include counseling and advising to support an individual in achieving their education and career goals, as well as enabling an individual to attain a secondary school diploma and at least one recognized postsecondary credential. Career pathways help an individual enter and advance within a specific occupation or career field.

These pathways can be implemented as early as seventh grade and be customized for any ambition or plan. The goals of this option are to expand access to and increase enrollment in high-quality career pathways for students in in-demand and emerging sectors. This option focuses on providing districts and schools funding to create or expand career pathway programs and services at the middle and high school level that result in students earning industry-recognized credentials. Districts and schools should consider the vital role of career advising for students as career pathway programming expands. Students should have the opportunity to take advantage of programming that best aligns to their career areas of interest.

Funds could be used to establish the systems necessary to provide one or more career pathways to students, such as funding contract instructors, paying for professional development or training for instructors, and/or purchasing equipment and materials. Funding cannot be used to sustain programs already in place in a school or district.

Below are selected tools that may help applicants plan for career pathway development and expansion:
- Ohio Means Jobs' In-Demand Careers List
- Ohio Means Jobs' Employment Projections Tool
- SuccessBound.Ohio.Gov
- Starting a Career-Technical Education program
- Career Advising Planning
- Work-Based Learning Resources
  - Work-based learning experiences are conducted at a work site during or after school. They are designed to provide authentic learning experiences for students that link academic, technical and professional skills. Business and education partners work together to evaluate and supervise the experience, which must be documented with training and learning plans and evaluation forms.

Districts or community schools choosing the Career Pathways option should consider the following when implementing programs:
- Align programs with in-demand job sectors or new and emerging fields as reflected in labor market data.
  - If implementing a new pathway outside of an approved career-technical education-funded program, the pathway should align to an identified need in the labor market and have measures in place to demonstrate program quality.
- Consider workforce gaps as a factor when implementing a new pathway. The pathway should have measures in place to demonstrate program quality and how it leads to an industry-recognized credential.
- Create a program that will increase opportunities for students from low-income families and communicate these opportunities to families.
- Include a comprehensive start-up and sustainability plan for the initiative, including alignment

to district career advising plans and policies.
- Engage stakeholders in a process that includes input from businesses and other community partners.
- Establish expectations for student-level outcomes and specify how many students will participate in the program in each grade and the knowledge, skills and credentials each participant should attain through the initiative; and
- Demonstrate credentials being earned and funded (if using the grant to offset credentialing costs for students) are connected to a student's graduation pathway and tied to increasing graduation rates and individual student success.

Advanced Coursework Access and Success Option

Advanced coursework for this grant includes Advanced Placement, International Baccalaureate, Advanced STEM and College Credit Plus coursework. Implementing advanced coursework should expand access and enrollment by adding new course offerings or substantially increasing access to existing programs, especially for the lowest-achieving students and students from low-income families. This option supports reimbursements for training and materials, as well as the cost of exam and course fees for low-income families. This option should complement state-provided Title IV reimbursements. If a district is using state and local funds, for example, to reduce the cost of taking AP/IB exams, it would need to consult with the Office of Federal Programs to determine if *Expanding Opportunities for Each Child* grant funds also can be used in this manner.

Districts or community schools choosing the Advanced Coursework option should consider the following when implementing programs:
- Ensure the initiative will expand access to advanced courses.
- Create a program that will increase opportunities for students from low-income families and communicate these opportunities to families.
- Establish expectations for impact on student participation and performance.
- Establish goals for increasing student performance on tests associated with advanced courses, as well as increased participation.
- Consider strategies that will be used to increase student performance on associated tests; and
- Work to reduce or eliminate fees paid by families for these course offerings.

Personalized Learning Option

Personalized learning approaches for this grant may include the following areas:
- Competency-based learning;
- STEM/STEAM;
- Blended learning;
- Digital/online learning;
- Project-based learning;
- Interdisciplinary learning.

Personalized learning is an approach to teaching that allows teachers to provide students with a variety of ways to achieve their best. Teachers determine the appropriate instructional approaches and academic supports aligned to individual student interests, desires and needs.

Districts or community schools choosing the personalized learning option should consider the following when implementing:
- Ensure the initiative is for an entire building and/or district.
- Ensure teachers receive adequate professional development in selected personalized learning areas.
- Ensure all students will engage in personalized learning, this is not reserved for gifted and talented.
- Align personalized learning opportunities with community needs and workforce development.
- Create a building/district implementation plan.
- Determine success criteria for student achievement.

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Additional Options for *Expanding Opportunities for Each Child* funds:

- **Credit recovery** and **academic acceleration courses** that lead to a regular high school diploma.
- Establishing the systems necessary to provide **test preparation** to students, such as funding contract instructors, paying for professional development or training for teachers, as well as covering the cost of equipment and materials for these efforts. Funding cannot be used to sustain programs already in place in a school or district. These efforts must *expand* current activities.

Resources for Grant Focus Area Execution:

- Additional resources are available on the *Expanding Opportunities for Each Child* webpage, which will be updated regularly.

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FREQUENTLY ASKED QUESTIONS (FAQS)

1. ***Who do I contact if I have questions about the Expanding Opportunities for Each Child funding?***
   Please email eoecgrant@education.ohio.gov or call (614) 752-2146. In addition, you can reach out to your Federal Programs consultant for questions regarding budgeting issues or CCIP concerns.

2. ***Can my district or community school work with another district or community school to maximize the use of our funds and serve even more students?***
   Yes. Be sure to contact the grant administrator (see contact information above) for these funds with your collaboration idea (prior to allocating the funds in the CCIP) to ensure your activities will be reimbursed properly.

3. ***Can the Expanding Opportunities for Each Child funds be used for high-quality academic tutoring?***
   At this time, tutoring is an unallowable expense, however, the State of Ohio is working to create a list of approved high-quality academic tutoring services that may be an allowable use of these funds in the future.

4. ***How might these funds assist with district and school reset and restart processes?***
   These funds can assist with reset and restart processes in the following ways: offering or connecting students with curricula currently not available at their schools; expanding options for advanced and career pathway coursework; providing credit recovery, test preparation and academic acceleration services for students that lead to a high school diploma; and supporting personalized learning activities. If assistance is needed during the reset and restart process to blend or align these funds with other federal funds, please contact your Federal Programs consultant.

5. ***Where can I find additional resources to assist in the creation and execution of this grant programming?***
   Additional resources are available on the *Expanding Opportunities for Each Child* webpage, which will be updated regularly.

Expenditures

6. ***Can services be provided via distance learning?***
   Yes, services can be provided via distance learning.

7. ***Can funds be used on translation services?***
   Yes. Districts may use up to 1 percent of their awarded funds for outreach and communication to families and up to 2 percent to administer the program. Funding translation services for outreach and communication is allowable through the administration dollars awarded. If translation services are required for students (such as translated materials), the grant funds requested can be used and should be addressed through narrative and budget details.

8. ***Can funds be used to provide career pathways to our middle grades?***
   Yes, funds can be used to expand career pathways to middle grades.

APPENDIX: THE COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP) ALLOCATION PROCESS

Expanding Opportunities for Each Child Non-Competitive Grant

Budget Page Example:

NOTE: Districts may use up to 1 percent of their awarded funds for outreach and communication to families and up to 2 percent to administer the program.

U.S.A.S. Fund #: 572
Plus/Minus Sheet (opens new window)

Purpose Code \ Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	103,328.00	36,204.00	0.00	23,140.51	0.00	0.00	162,672.51
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	103,328.00	36,204.00	15,000.00	23,140.51	0.00	0.00	177,672.51
Adjusted Allocation							182,673.96
Remaining							5,001.45

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Budget Details Page:

FTEs paid with Direct Student Services funds (direct and/or contract service)

☐ Instruction: Properly Licensed Teachers		☐ Instruction: ESEA Qualified Instructional Paraprofessionals	
☐ Support Services: Non-Instructional		☐ Specify Support Services Non-Instructional FTE	
☐ Governance/Administration		☐ Specify Governance/Administration FTE	
☐ Family/Community		☐ Specify Family/Community FTE	
☐ Professional Development		☐ Specify Professional Development FTE	

Allowable Activities: For the development or expansion of programs not currently available in the district.

Advanced Coursework: Enrollment and participation in academic courses not otherwise available at the school. *Select all that apply*.

☐ Expanded advanced coursework opportunities in AP, IB, College Credit Plus, etc.

☐ Advanced STEM or STEAM programs.

☐ Training costs and materials for staff professional development for AP, IB or college-level coursework.

☐ Exam costs for low-income students for AP, IB, College Credit Plus, STEM or STEAM credentialing, etc.

☐ Curriculum, equipment and supplies to support advanced course offerings.

☐ Additional staff for advanced course offerings.

☐ Other: Explain

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Career Pathways Options: Must lead to industry-recognized credentials established under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

❑ Additional or expanded access to career pathways and technology courses.

❑ Expansion of career pathway programs at the middle school or high school level.

❑ Career counseling, advising to assist students in achieving their selected education and career goals, diploma and postsecondary credentialing.

❑ Staff for additional or expanded career pathway courses.

❑ Staff training costs and materials to implement additional or expanded career pathway courses.

❑ Curriculum materials, equipment and supplies necessary for implementing additional and expanded career pathway courses.

❑ Work-based learning opportunities, including training, learning plans and evaluation costs.

❑ Exam costs for industry credentialing.

❑ Transportation costs for career pathway field trips.

❑ Other: Explain

Personalized Learning Opportunities

❑ Competency-based learning.

❑ STEM/STEAM programs.

❑ Project-based learning or interdisciplinary learning.

❑ Blended learning or digital/online learning opportunities.

❑ Training costs and materials for staff professional development for personalized learning programs.

❑ Curriculum materials, equipment and supplies needed for personalized learning opportunities.

❑ Transportation costs for personalized learning opportunities.

❑ Other: Explain

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Other activities that assist students in successfully completing postsecondary-level instruction and examinations.

❑ Credit recovery and academic acceleration courses that lead to a regular high school diploma.

❑ Test preparation courses for AP, IB, Industrial Credentialing, including training of staff, curriculum materials, equipment and supplies.

❑ Other: Explain

Parent and Family Engagement: In the text boxes, please describe the following:

1) The outreach and delivery methods your district or community school plans to use to inform parents/guardians of each program supported with these funds.

2) A timeframe for the outreach and delivery methods detailed above. Be sure the timeframe allows parents/guardians adequate time to consider the expanded opportunity being offered, so they can make informed choices.

1)

2)

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Districts and community schools may choose to implement these programs on their own or work with external entities. Please select and then briefly describe the entities your district or community school intends to work with to execute the grant programming. Check all boxes that apply:

Grant Partners	Name and Short Description of Partner
☐ Your district or community school will implement the programs entirely with internal resources. (**If this box is selected, do not select the other partner options below**).	• N/A
☐ Another district or community school.	
☐ An accredited community college or institution of higher education.	
☐ A nonpublic entity.	
☐ A community-based organization.	

Budget Narrative for Contracted Services:

Purchased Services – Provide the amounts budgeted for supplemental personal services rendered by personnel who are not on the payroll of the school district and other supplemental services the school district may purchase.

Instruction Purchased Services

☐ Properly Licensed Teachers for New or Expanded Learning Opportunities		☐ AP/IB/College Entrance Exams	
☐ Costs for Industry Credentialing		☐ Postsecondary/College Career Plus Courses	
☐ Instructional Materials		☐ Equipment/Hardware	
☐ Software/License		☐ Other Purchased Services (may not exceed 5% without History Log justification)	
Other Purchased Services: Description ☐		5% of budget cell = $0.00	

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Support Services Purchased Services

☐ Counseling/Guidance

☐ Guidance/Counseling Materials, Supplies

☐ Other Purchased Services (may not exceed 5% without History Log justification)

☐ Software/License

☐ Equipment/Hardware

Other Purchased Services: Description ☐

5% of budget cell = $0.00

Governance Purchased Services

☐ Program Director/Coordinator

☐ Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description ☐

5% of budget cell = $0.00

Professional Development Purchased Services

☐ Coach for staff to implement personalized learning programs

☐ Consultant towards implementation of personalized learning programs

☐ Training Costs/Software/Licenses for PD

☐ Substitute Teachers* (PD)

☐ Travel Mileage/Meeting Expense

☐ Stipends*

☐ Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description ☐

5% of budget cell = $750.00

*Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. Teacher stipends for teachers and substitutes employed directly by the district must be budgeted in PD Salary (100) and Fringes (200).

Family Community Purchased Services

[____] Parent Outreach Materials

[____] Printing

[____] Mailing/Postage

[____] Other Purchased Services (may not exceed 5% without History Log justification)

Other Purchased Services: Description [____]

5% of budget cell = $0.00

Transportation Purchased Services

[____] Work-Based Experiences

[____] Career Pathways

[____] College Visits

[____] Personalized Learning Opportunities

Other Purchased Services: Description [____]

[____] Other Purchased Services

Supplies and Capital Outlay - Briefly describe purchases budgeted in Supplies (500) and Capital Outlay (600), including Instruction, Support Services, PD and Family/Community

Supplies - Provide an explanation that outlines how the funds are being spent for supplies.

Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

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Assurances: The district/community school assures the following requirements according to section 1003A of the Every Student Succeeds Act (ESSA) are met in this funding application.

- Ensure that *Expanding Opportunities for Each Child* funds are **prioritized** to:
    - First, pay costs for students who are enrolled in schools identified as **Priority**,
    - Second, pay costs for low-achieving students who are enrolled in schools identified as **Focus**,
    - Third, pay costs for **other low-achieving students** served by the district.

- Ensure funds are used for one or more of the following identified activities:
    - Enrollment and participation in academic courses not otherwise available at a student's school, including **advanced coursework** and **career pathway** coursework that is aligned with **state academic standards** and that leads to an **industry-recognized credential**.
    - **Credit recovery** and **academic acceleration courses** that lead to a regular high school diploma.
    - Activities that assist students in successfully completing **postsecondary-level instruction** and **examinations** that are accepted for credit at institutions of higher education (including **Advanced Placement** and **International Baccalaureate** courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations.
    - Components of a **personalized learning** approach.

- Ensure budgeted activities align with **building needs assessment** (One Needs Assessment or CCIP needs assessment) and only reflect allowable activities:
    - Districts and community schools may use no more than 1 percent of the award for outreach and communication to parents/guardians about available direct student services activities funded through the *Expanding Opportunities for Each Child* grant.
    - Districts and community schools may use no more than 2 percent of the award on administrative costs related to direct student services.

- Ensure, through outreach and communication, that **parents**:
    - Can exercise a meaningful **choice** of direct student services for their children's education.
    - Have adequate time and information to make a meaningful choice prior to enrolling their children in a direct student services.

- Ensure only **evidence-based practices** and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan.
    - Ensure providers have access to district- and building-level data, as requested by the service provider, and to teachers and other district/school personnel as needed.

- Ensure that if universities and colleges are partnered with to execute this grant programming, those universities and colleges are **accredited**.

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School Allocation Page Example:

IRN (Preloaded)	Building Name (Preloaded)	School Label (Preloaded)	Sort order	Building Budget Amount
#XXXXXX	Smith Elementary	Priority	1	$20,000
#XXXXXX	Smith High School	Focus, Watch	2	$10,000
#XXXXXX	Smith Middle School	Independent	3	$5,000
Total	-	-	-	$35,000

Funds for Direct Student Services are to be allocated according to the following criteria.

1. Schools identified as Priority buildings
2. Schools Identified as Focus buildings
3. Schools with low-achieving students

In the text box, please explain the justification for skipping any Priority and Focus buildings on the school allocation ranking above and serving a non-identified building instead. Example: Other funding source used for these activities at identified building skipped.

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