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INTRODUCTION

This document provides information for districts and community schools as they plan and implement programming with Expanding Opportunities for Each Child funds. If you have questions or need more information, please send an email to eoecgrant@education.ohio.gov or visit the webpage.

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. For the fiscal year 2023 (FY23), there is a non-competitive grant application in the Comprehensive Continuous Improvement Plan (CCIP) Consolidate Application for these funds.

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.
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.
GRANTEE INFORMATION

Eligibility

To receive the *Expanding Opportunities for Each Child* grant, the LEA must have at least one (1) Priority, Focus or Warning school based on the most current identifications at the beginning of Fiscal Year 2023. These identifications were released in school year 2018-2019 with updates in school year 2019-2020. Grantees will receive an allocation within the Department’s electronic grant application and verification system, the CCIP, for the *Expanding Opportunities for Each Child* program. This federal grant is awarded yearly.

**Fiscal Year 2023 Calculation**

Beginning in FY23, only **LEAs with Priority, Focus and Warning** schools are eligible to receive Expanding Opportunities for Each Child Non-Competitive Grant.

Allocations are based on the identification of the buildings within a LEA. Priority, Warning and Focus buildings receive a tiered allocation amount. The allocations are awarded in increasing amounts from Focus, Warning to Priority. The table below outlines the anticipated allocations amounts for each school identification. Please remember that the federal allocations are preliminary estimates and local educational agencies (LEAs) may need to make revisions throughout the year.

<table>
<thead>
<tr>
<th>School Identification</th>
<th>Allocation Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>$27,777.33</td>
</tr>
<tr>
<td>Warning</td>
<td>$23,610.73</td>
</tr>
<tr>
<td>Focus</td>
<td>$20,832.99</td>
</tr>
</tbody>
</table>

The total district amount is calculated based on the number of Priority, Warning and/or Focus buildings within the district. For example, if a LEA has one Priority, one Warning and one Focus building, the total allocation for the LEA is $72,221.05. This is the sum of each award amount in the table above. The LEA can then distribute the funds according to the following prioritization criteria:

1. Schools identified as Priority.
2. Pay costs for low-achieving students in Focus and Warning buildings
3. Pay costs for other low-achieving students in the LEA

**NOTE:** If a LEA decides to not allocate funds to an identified building, the CCIP application will require an explanation as to why the LEA determined that the building does not require the funds.

The Every Student Succeeds Act (ESSA) prioritizes a focused approach to improvement in rural, low-income areas. As such, districts identified as “rural” per [Ohio’s district typology](#) receive an additional allocation of $10,000 per identified building.

**Timeline**

Districts are encouraged to submit their *Expanding Opportunities for Each Child* applications and budgets in Authorized Representative Approved status within **30 calendar days** of receipt of the award to establish a substantially approved date. The substantially approved date is the earliest date to which obligations can be charged to the grant for allowable expenses.
Unlike general funds, federal funds will expire if they are not obligated and liquidated within the period of availability. These Expanding Opportunities for Each Child funds are provided for Fiscal Year 2023 (FY23). They should be obligated within the CCIP by June 30, 2023 and liquidated by September 30, 2023.

On July 1, 2023, grantees will have access to submit Final Expenditure Reports (FERs) in the CCIP.

The FER can be submitted once all outstanding obligations are finalized for an application. FERs are due no later than September 30, 2023. The Department encourages districts to spend the funds within the allocation year (FY23). Carryover of these funds into the subsequent year (FY24) is unlikely.

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.

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 and Warning.
  - Third, pay costs for other low-achieving students served by the local educational agency.

- 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 post-secondary-level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses). This 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) 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.

- Ensure that the provision of direct student services is monitored.

- Ensure that the results of direct student service providers in improving relevant student outcomes is publicly reported in a manner that is accessible to parents.

- Ensure that if using the funds for transportation to allow a student enrolled in a Priority school to transfer to another public school that is not identified as Priority, the LEA has not reserved funds under Title I, Part A for public school choice transportation (under section 1111(d)(1)(D)(v)).
PROGRAM COMPLIANCE MONITORING

Districts and community schools will be monitored for program and fiscal compliance by the Ohio Department of Education. Districts and community schools are required to meet all reporting requirements. Districts and community schools will be required to work within the Monitoring application Consolidated ESEA Survey to provide ongoing evidence of implementation and progress, including adult indicators and student impact benchmarks. For more information please visit, the Office of Federal Program’s website.

Programming Impact

The grantee will be asked to provide evidence demonstrating the impact of grant-funded programming on student academic outcomes. If direct student services are unsuccessful, grantees will be asked to identify the root cause of ineffectiveness of the practice and/or provider and develop a plan for improvement.

Information for Parents and Families

Grantees are required to make information related to grant-funded programming available to parents and families. Districts and community schools should provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child’s education. Districts and community schools must ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service. Grantees will be asked to provide evidence of outreach during desk or onsite reviews. Examples of evidence may include:

- Grant-funded course offerings in course catalogues
- Flyers, mailers, brochures, and letters shared with families
- Information shared at family and community engagement meetings
- Information shared via web content, blogs and newsletters

In addition to outreach regarding available programming, grantees are also required to report outcomes of grant-funded programming. Districts and community schools should publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents. Grantees will be asked to provide evidence of reporting during desk or onsite reviews.

Documentation

All accounts, records and other supporting documentation pertaining to all costs incurred shall be maintained for three 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.
ALLOWABLE USES

The *Expanding Opportunities for Each Child* grant requires the completion of a budgetary section of the application in the CCIP. Budgeted activities should align with the school’s One Plan. The budget 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 examples of allowable and unallowable uses of funds. Title I guidance on expenditures serves as the foundation for allowable and unallowable expenses.

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 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.

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.

<table>
<thead>
<tr>
<th>Examples of Allowable Expenses</th>
<th>Examples of Unallowable Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supplies, equipment and curriculum materials that pertain to the expanded opportunity</td>
<td>• Costs already covered by other state or federal funds, such as AP and IB testing reimbursements, or the state-funded ACT or SAT tests.</td>
</tr>
<tr>
<td>• Staff professional development costs, including training and reimbursement for travel expenses (mileage, per diem, etc.)</td>
<td>• Expenses cannot supplant currently offered programs, services and instruction. For example, staff salaries and benefits for core instruction cannot be paid with these funds.</td>
</tr>
<tr>
<td>• Salary for staff while attending trainings</td>
<td>• Vehicle purchases, unless part of the creation of a career pathway and justification is provided to and approved by the grant administration team</td>
</tr>
<tr>
<td>• Reimbursement for assessment fees that are not covered by other state or federal funds</td>
<td>• Non-academic transportation costs, such as for athletics</td>
</tr>
<tr>
<td>• Fees for industry-recognized credentials, excluding the cost of testing <em>(which already is covered by the state)</em>, but including costs for materials, curriculum, equipment, software, teacher preparation, etc.</td>
<td>• Food, unless part of the curriculum supplies, such as for a culinary class</td>
</tr>
<tr>
<td>• Transportation costs for students that are directly related to the expanded opportunity offered and not already covered by other funds</td>
<td>• Capital expenses, such as for a building or land for a building</td>
</tr>
<tr>
<td>• Salaries and benefits for staff activities directly related to the new or expanded opportunity</td>
<td>• Building repair or renovation</td>
</tr>
</tbody>
</table>

*Please note that the procurement of tutoring services is only an allowable use of EOEC funds if the provider is on a state-approved list. The state is in the process of developing this list. Please email any questions regarding tutoring to eoecgrant@education.ohio.gov.*
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**. 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 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.

The *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:

1. Career pathways;
2. Advanced coursework;
3. Personalized learning;
4. Credit recovery and academic acceleration services.

GRANT FOCUS AREA OPTION 1: Career Pathways Development and Expansion

The term "career pathway" means a combination of rigorous, high-quality education and training experiences, while also collectively looking 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 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 industry-recognized 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. 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.

To summarize the grant requirement for this option, funds **must** be used to facilitate enrollment and
participation in academic courses not otherwise available at a student’s school. The career pathways coursework must be aligned with state academic standards and lead to industry-recognized credentials.

Below are selected tools that may help applicants plan for career pathway development and expansion:

- [Ohio Means Jobs’](#)
- [Ohio Means Jobs’ Employment Projections Tool](#)
- [Ohio’s Top Jobs List](#)
  - Under the direction of Governor Mike DeWine and the leadership of Lt. Governor Jon Husted, the State of Ohio extended its focus to prioritize both Ohio’s economy and the health and well-being of Ohioans through Ohio’s Top Jobs List. Ohio’s Top Jobs List includes both In-Demand Jobs and Critical Jobs.
- [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.
Examples of Allowable Uses for Career Pathways Development and Expansion Option:

The following chart contains a list of examples of potential allowable uses to serve as ideas that may assist in program planning. These are not necessarily recommendations nor is this an exhaustive list. Please remember that any grant funded activity must meet all federal, state and grant specific requirements. All expenditures must be reasonable, allocable, allowable and necessary.

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Example(s) of Allowable Activities</th>
</tr>
</thead>
</table>
| Professional Development                | • Staff training costs  
• Professional development for instructors to provide new career pathways-related instruction  
• Purchased services for:  
  o Training,  
  o Speakers,  
  o Stipends, etc. |
| Family and Community Engagement         | Please note that only 1% of the total allocation may be used for Family and Community Engagement related to EOEC-funded activities.  
• Materials/supplies for meetings and activities  
• Analysis of data to share with parents and families to share results of programming funded by the EOEC grant  
• Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures |
| Supplies and Equipment                  | • Supplies for instruction of new or significantly expanded career pathway-related course  
• Equipment for instruction of new or significantly expanded career pathway-related course |
| Purchasing Services from Vendors to Expand Courses | • Providing career pathways that integrate enrollment, support and success in career pathways courses and career and technical education  
• Work-based learning opportunities  
• Contract instructors in new or significantly expanded career pathways-related courses  
• Online learning modules for career pathways-related courses  
• Licenses to use software for instruction  
• Online courses that lead to an industry-recognized credential  
• Exam costs for state-recognized industry credentialing that are not covered by the state (see the Reimbursements for School section on Industry-Recognized Credentials).  
• Work-based learning opportunities, including training, learning plans and evaluation costs |
| Hiring or Contracting New Positions     | • Contract instructors  
• Staff for additional or expanded career pathway courses |
GRANT FOCUS AREA OPTION 2: Advanced Coursework Access and Success Option

Advanced coursework for this grant may include Advanced Placement, International Baccalaureate, Advanced STEM and College Credit Plus coursework. Implementing advanced coursework with this grant must 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. In other words, use of funds in this category must lead to enrollment and participation in advanced courses that would not otherwise be available at the student’s school. 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.
- Establish the systems necessary to provide test preparation courses 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.

Examples of Allowable Uses for Advanced Coursework Access and Success Option:

The following chart contains a list of examples of potential allowable uses to serve as ideas that may assist in program planning. These are not necessarily recommendations nor is this an exhaustive list. Please remember that any grant funded activity must meet all federal, state and grant specific requirements. All expenditures must be reasonable, allocable, allowable and necessary.

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Example(s) of Allowable Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>• Staff training costs</td>
</tr>
<tr>
<td></td>
<td>• Reimbursements for training and materials</td>
</tr>
<tr>
<td></td>
<td>• Professional development for instructors to provide new advanced</td>
</tr>
<tr>
<td></td>
<td>coursework instruction (such as College Credit Plus, AP or IB courses)</td>
</tr>
<tr>
<td></td>
<td>• Purchased services for:</td>
</tr>
<tr>
<td></td>
<td>o Training,</td>
</tr>
<tr>
<td></td>
<td>o Speakers,</td>
</tr>
<tr>
<td></td>
<td>o Stipends, etc.</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>• Materials/supplies for meetings and activities</td>
</tr>
<tr>
<td>Please note that only 1% of the</td>
<td>• Analysis of data to share with parents and families to share</td>
</tr>
<tr>
<td>total allocation may be used for</td>
<td>results of programming funded by the EOEC grant</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Allowable Expenses</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community Engagement related to EOEC-funded activities</td>
<td>- Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td>- Supplies for instruction of new or significantly expanded advanced coursework</td>
</tr>
<tr>
<td></td>
<td>- Equipment for instruction of new or significantly expanded advanced coursework</td>
</tr>
<tr>
<td>Services Provided by Vendors</td>
<td>- Online learning modules for new advanced coursework</td>
</tr>
<tr>
<td>Exam Fees and Costs</td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- Exam and course fees for low-income families that are not covered by other state and federal funds</td>
</tr>
<tr>
<td>Hiring or Contracting New Positions</td>
<td>- Contract instructors</td>
</tr>
<tr>
<td></td>
<td>- Staff for additional or expanded advanced courses</td>
</tr>
<tr>
<td>Other</td>
<td>- The Department can assist in evaluating the allowability of activities. Please email <a href="mailto:eoecgrant@education.ohio.gov">eoecgrant@education.ohio.gov</a> for assistance.</td>
</tr>
</tbody>
</table>
GRANT FOCUS AREA OPTION 3:

Personalized Learning Option

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.

Personalized learning approaches for this grant may include the following areas:

- Competency-based learning;
- STE(A)M Education Practices
- Blended learning;
- Digital/online learning;
- Project-based learning;
- Interdisciplinary learning.

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.

Examples of Allowable Uses for Personalized Learning Option:

The following chart contains a list of examples of potential allowable uses to serve as ideas that may assist in program planning. These are not necessarily recommendations nor is this an exhaustive list. Please remember that any grant funded activity must meet all federal, state and grant specific requirements. All expenditures must be reasonable, allocable, allowable and necessary.

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Example(s) of Allowable Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>• Staff training costs&lt;br&gt;• Professional development for instructors to provide personalized learning-related instruction&lt;br&gt;• Purchased services for:&lt;br&gt;  o Training,&lt;br&gt;  o Speakers,&lt;br&gt;  o Stipends, etc.</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>• Materials/supplies for meetings and activities&lt;br&gt;• Analysis of data to share with parents and families to share results of programming funded by the EOEC grant&lt;br&gt;• Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td>• Supplies for personalized learning instruction&lt;br&gt;• Equipment for personalized learning instruction</td>
</tr>
<tr>
<td>Purchasing Services from Vendors to Expand Courses</td>
<td>• Online learning modules for personalized learning-related courses&lt;br&gt;• Blended learning modules&lt;br&gt;• Licenses to use software for instruction&lt;br&gt;• Competency-based learning opportunities&lt;br&gt;• Project-based learning opportunities</td>
</tr>
</tbody>
</table>
| Hiring or Contracting New Positions | Digital/online learning platform licenses  
| Contract instructors for personalized learning instruction  
| Staff for additional or expanded personalized learning courses |
| Other | The Department can assist in evaluating the allowability of activities. Please email eoecgrant@education.ohio.gov for assistance. |
GRANT FOCUS AREA OPTION 4:  
Credit Recovery and Academic Acceleration

Expanding Opportunities for Each Child funds can support credit recovery and academic acceleration courses that lead to a regular high school diploma.

Academic acceleration is when a school, district or community school places a student in a higher grade level than is typical given the student's age for the purpose of providing the student access to appropriately challenging learning opportunities. Public school districts (city, local, and exempted village) are required by Ohio Revised Code 3324.10 to adopt either the Model Student Acceleration Policy for Advanced Learners or a policy covering similar issues that was adopted by the district’s board of education. Expanding Opportunities for Each Child funds can be used to extend access to academic acceleration.

Examples of Allowable Uses for Credit Recovery and Academic Acceleration:

The following chart contains a list of examples of potential allowable uses to serve as ideas that may assist in program planning. These are not necessarily recommendations nor is this an exhaustive list. Please remember that any grant funded activity must meet all federal, state and grant specific requirements. All expenditures must be reasonable, allocable, allowable and necessary.

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Example(s) of Allowable Activities</th>
</tr>
</thead>
</table>
| Professional Development                  | • Staff training costs  
• Professional development for instructors  
• Professional development for instructors to provide credit recovery instruction  
• Purchased services for:  
  o Training,  
  o Speakers,  
  o Stipends, etc. |
| Family and Community Engagement           | • Materials/supplies for meetings and activities  
• Analysis of data to share with parents and families to share results of programming funded by the EOEC grant  
• Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures |
| Supplies and Equipment                    | • Curriculum materials, equipment and supplies necessary for credit recovery opportunities |
| Purchasing Services from Vendors to Expand Courses | • Online learning modules for credit recovery instruction  
• Licenses to use learning software  
• Online courses that lead to credit recovery  
• Online courses for purpose of academic acceleration |
| Hiring or Contracting New Positions        | • Contract instructors  
• Staff for additional or expanded credit recovery courses |
| Other                                     | • The Department can assist in evaluating the allowability of activities. Please email eoecgrant@education.ohio.gov for assistance. |

Resources for Grant Focus Area Execution:

• Additional resources are available on the Expanding Opportunities for Each Child webpage.
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. 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 budgeting 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?**
   The State of Ohio is prioritizing other allowable uses and tutoring services is only allowable if the provider is on a state approved list. State of Ohio is working to create a list of approved high-quality academic tutors.

4. **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.

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

6. **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.

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

8. **How might these funds be used for K-8?**
   Some examples of opportunities that these funds may support include:
   - STEM academic courses or experiences
   - Participation in foreign language course instruction
   - Participation in technology programs to advance reading comprehension or mathematics
   - Early career planning