

# Expanding Opportunities for Each Child Grant Non-Competitive Grant



FY24 Grant Funding Guidance

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**Department of  
Education &  
Workforce**

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# EXPANDING OPPORTUNITIES FOR EACH CHILD NON-COMPETITIVE GRANT

## FY24 GRANT FUNDING GUIDANCE

*Revised February 2024*

This document provides guidance to Local Education Agencies (LEAs) that were awarded *Expanding Opportunities for Each Child* (EOEC) non-competitive funds for Fiscal Year 2024 (FY24). If you have questions or need more information, please email [eoecgrant@education.ohio.gov](mailto:eoecgrant@education.ohio.gov).

## Introduction

The EOEC grant is intended to expand student access and enrollment in school improvement activities for low-achieving students and students from low-income families through four grant focus areas:

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

EOEC funds must be aligned with the LEA's continuous improvement plans. For FY24, LEAs must complete the **non-competitive** grant application in the Comprehensive Continuous Improvement Plan (CCIP) Consolidated Application.

## Eligibility

To receive the EOEC non-competitive grant, the LEA must have at least one (1) Priority (CSI), Focus (TSI) or Warning (ATSI) school based on the identification status from the 2018-2019 school year. Additional funds were awarded to newly identified Priority (CSI) schools based on identifications released in June 2023 based on 2022 Report Card data. The additional funds appeared in the CCIP in September 2023.

## Intent and Purpose

The EOEC grant provides an opportunity to create and expand high-quality, meaningful, and engaging programming for selected student groups. The grant's four focus areas of **advanced coursework, career pathways, personalized learning, and credit recovery and academic acceleration** services enable grantees to create and expand programming that aligns with their school or district improvement plan. EOEC grant funding is intended to improve student

outcomes, including participation, performance, and graduation. The programming grant focus areas are intended to expand existing programs and/or introduce programming that is not otherwise available in the LEA's building(s).

1. Expanding **advanced coursework** introduces programming that is not currently available at a student's school, such as Advanced Placement (AP) and College Credit Plus (CCP) courses. EOEK funds can be used to pay for costs associated with advanced coursework to ensure each student can master the essential concepts of the state's college- and career-preparatory curriculum. Expanding opportunities in advanced coursework can accelerate learning by providing challenging coursework not currently available at a student's school.
2. EOEK funds can be used to pay for costs associated with implementing high-quality **career pathways** 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 industry-recognized credential. Career pathways options provide exploration of occupations and industries that lead to career success. These pathways can be implemented as early as seventh grade and customized for any ambition or plan. Building additional career pathways expands opportunities for select students to access programs that prepare students for in-demand careers.
3. Grant funds can be used to introduce **personalized learning** opportunities to customize the learning experience to each student's unique skills, abilities, preferences, background, and experiences. Personalized learning can help students overcome obstacles to learning by valuing individual student strengths, future aspirations, and interests. Personalized learning activities can be offered through blended, digital, or project-based learning activities.
4. EOEK funds can support **credit recovery** and **academic acceleration** courses that lead to a regular high school diploma. Funds can be used to build tiered systems of support for students seeking credit recovery options. Grantees can pay for costs associated with providing academic acceleration opportunities to match the level, complexity, and pace of the curriculum to the readiness and motivation of the student. The grant can expand accelerated learning opportunities that help each student become an independent learner and complete a challenging academic and technical program of study. In addition, providing flexible credit recovery options can improve literacy outcomes by increasing access to a wider range of challenging and customized course offerings to support and engage the whole child.

*See Appendix A for additional information on the four focus areas.*

Grantees are encouraged to consider creative ideas for programming to inspire students to participate in the new class options and have a great deal of flexibility in the programming they choose. Grantees might choose to leverage the EOEK program for supporting college and

career readiness, engaging diverse learners, focusing on academic recovery, or expanding options for student-centered learning.

## Fiscal Year 2024 Calculation

**Districts that have at least one (1) identified building will be awarded allocations that the LEA will budget to their identified building.** Allocations are based on the identification of the buildings within the LEA. Identified buildings receive a tiered allocation amount and increase in amounts from Focus (TSI) to Warning (ATSI), to Priority (CSI).

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.

### FY24 BUILDING IDENTIFICATIONS AND ALLOCATION AMOUNT

School Identification	State Award Year 2024 Allocation
Comprehensive Support and Improvement (CSI)	\$29,137.55
Additional Targeted Support and Improvement (ATSI)	\$21,853.16
Targeted Support and Improvement (TSI)	\$18,939.41

*FY24 EOEC Allocation Model 1*

For example, if a LEA has one CSI, one ATSI and one TSI building, the total allocation for the LEA is \$69,930.12.

**Example:** \$29,137.55 (CSI) + \$21,853.16 (ATSI) + \$18,939.41 (TSI) = Total Allocation \$69,930.12

The total district amount is calculated based on the number of CSI, TSI and/or ATSI buildings within the district. The total allocation amount is awarded at the district level. The district can budget funds amongst their identified buildings and independent buildings (after fulfilling the prioritization criteria below).

The LEA can distribute the funds to buildings according to the following prioritization criteria:

1. Distribute funds to schools identified as CSI, then
2. Distribute funds to pay costs for low-achieving students in TSI and ATSI buildings, then
3. Distribute funds to pay costs for other low-achieving students in the LEA (independent buildings).

**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.



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.

## Allowable Activities

EOEC grantees are required to complete the budget section of the CCIP. The budgeted activities must align with the school’s and LEA’s One Plan. The budget should only reflect allowable activities aligned with the grant focus areas.

All expenditures must be reasonable, allowable, allocable, necessary and directly related to the expanded or new opportunity being offered. Use good common sense when making expenditure and obligation decisions. Title I guidance on expenditures serves as the foundation for allowable and unallowable expenses.

EOEC 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 EOEC funds continues to receive the local, state, and federal funds the school normally would receive in the absence of the grant funds.

LEAs 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 OF ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Staff training costs</li> <li>• Professional development for instructors</li> <li>• Purchased services for:               <ul style="list-style-type: none"> <li>• Training,</li> <li>• Speakers,</li> <li>• Stipends, etc.</li> </ul> </li> </ul>
<b>Family and Community Engagement</b> <i>ONLY</i> 1 percent of the total allocation may be used for Family and Community Engagement related to EOEC-funded activities.	<ul style="list-style-type: none"> <li>• Materials or supplies for meetings and activities</li> <li>• Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures</li> </ul>
<b>Supplies, Equipment, and Services</b>	<ul style="list-style-type: none"> <li>• Curriculum materials, equipment, and supplies</li> </ul>

	<ul style="list-style-type: none"> <li>• High-quality tutoring services from a provider on <a href="#">Approved Vendor Directory</a></li> </ul>
<b>Purchasing Services from Vendors to Expand Courses</b>	<ul style="list-style-type: none"> <li>• Online learning modules</li> <li>• Blended learning modules</li> <li>• Licenses to use software for instruction</li> <li>• Competency-based learning opportunities</li> <li>• Project-based learning opportunities</li> <li>• Digital/online learning platform licenses</li> </ul>
<b>Exam Fees and Costs</b> Please note that if an LEA is using state and local funds to reduce the cost of taking <a href="#">AP/IB exams</a> , the LEA would need to consult with the Office of Federal Programs to determine if EOEC grant funds also can be used in this manner.	<ul style="list-style-type: none"> <li>• Exam and course fees for low-income students that are not covered by other state and federal funds</li> </ul>
<b>Hiring or Contracting New Positions</b>	<ul style="list-style-type: none"> <li>• Contract instructors</li> <li>• Staff for additional or expanded course opportunities</li> </ul>
<b>Grant Program Administration</b> Please note that only 2 percent of the total allocation may be used to administer the EOEC grant program.	<ul style="list-style-type: none"> <li>• Costs associated with program planning and administration</li> </ul>

*EOEC Allowable Activities 2*

## Timeline

LEAs are encouraged to submit their EOEC grant 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.

EOEC grants are federal funds that will expire if they are not obligated and liquidated within the period of availability. These EOEC funds are provided for FY24 and should be budgeted and obligated by June 30, 2024, and liquidated by September 30, 2024. This process will be documented in the CCIP.

On July 1, 2024, 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, 2024. LEAs are encouraged to spend the funds within the allocation year (FY24). Carryover of these funds into the subsequent year (FY25) is unlikely.

## Assurances

The LEA must ensure that the following requirements according to section 1003A of Every Student Succeeds Act (ESSA) are met in this funding application.

- Ensure that EOEC Funds are prioritized to:
  - First, pay costs for students who are enrolled in schools identified as Comprehensive Support and Improvement (CSI),
  - Second, pay costs for low-achieving students who are enrolled in schools identified as Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI),
  - 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 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 costs associated with such examinations.
  - Components of a personalized learning approach.
- Ensure that budgeted activities align with 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/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 the direct student services funded through the Expanding Opportunities for Each Child.
- Ensure, through outreach and communication, that parents:
  - Can exercise a meaningful choice of direct student services for their child's education.



- Have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service.
- 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 that the 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.
- Ensure that the provision of direct student services is monitored.
- Ensure that the result 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)).

## APPENDIX A – Grant Focus Areas

### FOCUS AREA ONE: CAREER PATHWAYS DEVELOPMENT AND EXPANSION

The term "career pathway" means a combination of rigorous, high-quality education and training experiences aligned with the wages and outlook information for related occupations. Career pathways align with the skill needs of industries in the state or regional economy. The career pathways program will prepare students to be in 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 can 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 for occupations that are in-demand and in emerging sectors. This option focuses on providing LEAs and schools funding to create or expand career pathway programs and services. These programs can be implemented at the middle and high school level and will 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.

The EOEC grant can be used to establish the systems necessary to provide one or more career pathways to students. These activities may include funding contract instructors, paying for professional development or training, and/or purchasing equipment and materials. The EOEC grant funds **cannot** be used to sustain programs already in place in a school or district.

Grant 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.

LEAs should consider the following guidance for Career Pathways program implementation:

- Use labor market data to ensure that the program is aligned with in-demand job sectors, new and emerging fields.
- Consider workforce gaps as a factor when implementing a new pathway. The pathway should have measures that demonstrate the program quality and how it leads to an industry-recognized credential.
- Create a program that will increase opportunities for students from low-income 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
- Identify the credentials that are 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.

## **FOCUS AREA TWO: ADVANCED COURSEWORK ACCESS AND SUCCESS**

Advanced coursework funded by this grant may include Advanced Placement (AP), International Baccalaureate (IB), Advanced STEM and College Credit Plus (CCP) academic programming. 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.

LEAs that choose 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.
- 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.

### **FOCUS AREA THREE: PERSONALIZED LEARNING**

Personalized learning is an approach to teaching that allows educators to provide students with a variety of ways to achieve their best. Educators work with students and families to plan, set goals, and determine the best instructional approach and academic supports that are aligned to individual student interests and result in successful outcomes.

Personalized learning approaches that meet the requirements for the EOEC grant may include the following areas:

- Competency-based learning
- Digital/online learning
- STE(A)M education practices
- Project-based learning
- Blended learning
- Interdisciplinary learning

LEAs that choose the personalized learning option should consider the following when implementing:

- The initiative is for an entire building and/or district.
- Teachers will receive adequate professional development in selected personalized learning areas.
- All students can engage in personalized learning, this is not reserved for gifted and talented students.
- Personalized learning opportunities are aligned with community needs and workforce development.
- A building/district implementation plan has been created.

- Success criteria for student achievement has been developed

## **FOCUS AREA FOUR: CREDIT RECOVERY AND ACADEMIC ACCELERATION**

**Credit recovery** options offer students an opportunity to recover grades or credit from coursework that wasn't completed satisfactorily, and academic credit was not granted. Credit recovery is a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements. The strategy was designed to provide a pathway for high school students who have a history of course failure and help them avoid falling further behind in school. Credit recovery courses may be available online or in alternative settings and can be scheduled at different times to suit the needs of the student.

**Academic acceleration** is an option for students that are at a higher level than their grade level peers. The goal is to provide students with access to 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. EOEC grant funds can extend access to academic acceleration established through one of these school board policies.