

FY25 Title I Non-Competitive Supplemental School Improvement



Grant Funding Guidance

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**Department of
Education &
Workforce**

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Title I Non-Competitive Supplemental School Improvement Grant

FY25 GRANT FUNDING GUIDANCE

This document serves as guidance for districts and community schools that implement programs with Title I Non-Competitive, Supplemental School Improvement (TI NC SSI) funds, which live within the Comprehensive Continuous Improvement Plan's (CCIP) new **School Improvement and Support Grants** application. The Department of Education and Workforce (DEW) allocates funds in a non-competitive manner to districts and community schools.

Introduction

Federal Title I, Part A funds are awarded to local educational agencies (LEAs), which are traditional school districts and community schools in Ohio. In Section 1003 of The Every Student Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), state education agencies (SEAs) are required to set aside 7 percent of the Title I, Part A award to support schools identified for improvement. In Ohio, funds are allocated to schools identified as Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).

Eligibility

To receive the Title I Non-Competitive, Supplemental School Improvement funds, the LEA must have at least one (1) CSI or ATSI school based on the identification status from the 2023 Report Card (school year 2022-2023).

Intent and Purpose

School Improvement formula funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the needs of identified schools.

DEW Areas of Focus

In alignment with the Department's priorities, the TI NC SSI grant will focus on literacy, learning acceleration, student wellness, and workforce readiness. The grant is intentionally designed to provide additional learning opportunities for students in literacy and other academic areas and to enhance their skills to enter the workforce.

- 1. Literacy:** Every student reading at or above grade level.

2. **Learning Acceleration:** Every student accelerates their learning in English Language Arts (ELA) and math through proactive, evidence-based, and individualized supports they need to succeed.
3. **Student Wellness:** Learning environments are safe, supportive, and healthy so that students are ready to learn.
4. **Workforce Readiness:** Every student leaves the Ohio K-12 system with the knowledge, skills, and experiences to be a part of a dynamically skilled, productive, and purposeful workplace. Ohio employers have access to a skilled, productive workforce.

Fiscal Year 2025 Calculation

Allocations are based on the identification of the building(s) within an LEA. CSI and ATSI buildings receive a tiered allocation amount. The allocations are awarded in increasing amounts from ATSI to CSI. If the LEA has more than one building, the total LEA amount is calculated based on the number of CSI and/or ATSI buildings within the LEA. The total allocation amount is awarded at the LEA level. The LEA can budget funds between their identified buildings.

The table below outlines the anticipated allocation amounts for each school identification. Please remember that the federal allocations are preliminary estimates and LEAs may need to make revisions throughout the year.

TABLE 1 - FY25 BUILDING IDENTIFICATIONS AND ALLOCATION AMOUNT

Building Identification Status	State Award Year 2025 Allocation	Number of Buildings	Estimated Total Award*
CSI	\$ 152,017.71	189	\$ 28,731,346.84
ATSI	\$ 98,811.51	161	\$ 15,908,653.16
Rural	\$ 10,000.00	36	\$ 360,000.00

* Note: the above allocation amounts are estimates. Actual allocation amounts may differ.

For example, if an LEA has one CSI building and one ATSI building then the total allocation for the LEA is \$250,829.22.

Example Calculation: \$152,017.71 (CSI) + \$98,811.51 (ATSI) = \$250,829.22

The LEA can then distribute the funds to the identified buildings with the greatest need and those that require more funds to accomplish activities aligned to their School Improvement Plans (One Plan). **NOTE:** If an 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, LEAs identified as “rural” per [Ohio’s district typology](#) receive an additional allocation of \$10,000 per identified building.

Allowable Activities

The TI NC SSI application requires the completion of a budget. Budgeted activities must be consistent with the improvement planning embedded in the identified schools or LEA’s One Plan. Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). ESSA Level 4 evidence-based strategies are not allowable. This grant can only fund activities, strategies or interventions that demonstrate a statistically significant effect on improving student outcomes. See the [ESSA Levels of Evidence](#) section below for resources for identifying ESSA levels of evidence.

All expenditure(s) must be reasonable, allowable, allocable, and necessary. Use good common sense when making obligation and expenditure decisions. The following charts contain examples of allowable and unallowable uses of funds. The activities listed below are not exhaustive but serve as a list of ideas that may assist in school improvement planning. The allowable activities examples are not intended to be requirements or limit the uses of funds. Other uses of funds that are consistent with Title I Non-Competitive Supplemental School Improvement requirements are permissible.

The TI NC SSI funds are allocated for the support of high-quality, sustainable school improvement activities that increase student achievement and address the needs of identified schools. These funds should not be used to replace other local, state, or federal funds ([supplement, not supplant](#)). The LEA must ensure that the local, state, and federal grants continue to be allocated to schools that receive TI NC SSI grant funds. The LEA must ensure that the local, state, and federal grants continue to be allocated to schools that receive TI NC SSI grant funds.

When exploring activities, begin by reviewing the goals, strategies and activities identified in the improvement plan of the schools and LEA’s One Plan and consider aligned and connected activities. The Department recommends that LEAs and schools work with their State Support Team (SST) and Educational Service Center (ESC) to assist with improvement planning and identifying grant-related activities. Community schools may also contact their sponsor for support.

TABLE 2 - TI NC SSI GRANT ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
Category 1: Professional Development	Purchased services for: <ul style="list-style-type: none"> • Training/Speakers • Stipend(s) for professional development

Activity Category	Example(s) of Allowable Activities
Category 2: Family and Community Engagement*	<ul style="list-style-type: none"> Materials/supplies for meetings and activities Family and Community Engagement Coordinator
Category 3: Tutoring*	<ul style="list-style-type: none"> High-quality intensive tutoring interventions to address learning loss such as tailored acceleration, high-quality intensive tutoring, and summer bridge programs (outside of core instruction) High-dosage tutoring: In-school tutoring should be prioritized three (3) days per week. Tutoring should focus on learning acceleration and providing students appropriate support to access grade-level content. Recommended tutoring program from the High-Quality Tutoring Provider Vendor Directory other providers can be considered
Category 4: Literacy*	<ul style="list-style-type: none"> Providing intervention focused on improving literacy through the science of reading, including training for educators delivering intervention or the selection and use of high-quality instructional materials for reading intervention Providing literacy tutoring to students on reading improvement and monitoring plans through an approved tutoring vendor or locally approved opportunity Supporting educator capacity to deliver effective literacy instruction through literacy coaching
Category 5: Student Achievement*	<ul style="list-style-type: none"> Summer school activities, supplemental instruction, counseling, etc. Interventions to address learning loss such as tailored acceleration, and summer bridge programs (outside of core instruction) Interventions to focus on improved literacy
Category 6: LEA-Level Supports and Initiatives Note: LEA-level initiatives must support the implementation of the improvement plans of identified buildings	<ul style="list-style-type: none"> LEA-level initiatives require Department pre-approval. Please reach out to the Department at School_Improvement@education.ohio.gov to request pre-approval. Analysis of assessment data like a district-wide dashboard using assessment specialists Leadership resources and guidance Building and maintaining a cadre of high-quality substitute teachers, including through partnerships with teacher preparation programs
Category 7: Graduation and Pathways*	<ul style="list-style-type: none"> Providing college and career pathways that integrate enrollment, support and success in rigorous academic coursework, career education, and technical education Work-based learning and student support services
Category 8: Hiring New Positions Note: A job description must be uploaded as part of the application submission	<ul style="list-style-type: none"> Coaches or specialists to provide job-embedded training, classroom observations and embedded support or feedback designed to strengthen the implementation of sustainable improvement strategies Additional staff to support the implementation of new instructional models, students' mental health needs and the implementation of whole child supports

Activity Category	Example(s) of Allowable Activities
Category 9: School-based Wellness Programs*	<ul style="list-style-type: none"> • Establishing school-based wellness teams comprised of representatives from administration, teachers, counselors, nursing, and support staff • Creating a trauma-informed school environment that addresses the needs of students and staff experiencing symptoms of traumatic stress • Leveraging tools that allow teachers to understand and cultivate students' social and emotional development by measuring school climate, integrating trauma informed learning into instructional practices and design, providing whole child supports and reducing school exclusions • Increasing availability of mental health services
Category 10: Differentiated Learning	<ul style="list-style-type: none"> • Implementing an integrated multi-tiered system of supports (MTSS) framework • Establishing early warning indicator (EWI) systems to promote targeted and timely engagement strategies in response to data • For example, an LEA may use these funds to implement interventions such as high-quality mentor programs, access to instructional coaches, and professional development opportunities to help educators and staff build more equitable and inclusive approaches to discipline or content area supports in career and technical education (CTE), science, technology, engineering, and math (STEM), special education, and bilingual education • Activities supported with these funds must be consistent with a school's support and improvement plan
Category 11: High-Quality Instructional Materials*	<ul style="list-style-type: none"> • The purchase and implementation of evidence-based high-quality instructional materials to increase student learning. This may include any related professional development for staff utilizing instructional materials. • High-quality instructional materials (HQIM) support educators with: <ul style="list-style-type: none"> • Standards-aligned instructional content • A coherent scope and sequence for grade-level lessons and unit plans • Evidence-based instructional strategies and embedded formative assessments which support data-driven instruction • Educative materials which provide implementation supports for educators to ensure all students' learning needs are met • For more information on high-quality instructional materials, please visit Ohio Materials Matter <ul style="list-style-type: none"> ○ Mathematics: Purchase and implementation of mathematics materials rated green by EdReports • Align to the phases outlined in the Ohio Curriculum Support Guide • Partnerships via Professional Learning Partner Guide and/or ESC

* LEAs will be required to answer additional application questions for these focus areas. Please see section below for more information.

EXAMPLES OF UNALLOWABLE ACTIVITIES

The following activities are **not** allowable:

- Purchasing of incentives/prizes for students (outside of the Title I Guidelines)
- Food
- Vehicle purchases and transportation
- Capital expenses such as land for a building, building repair or renovation
- Supplanted activities
- Using more than 30% of funds for supplies and capital outlay (total between the two categories)

New CCIP Application Requirements

While the funding is allocated at the LEA level, these funds must be spent at the building level of the identified buildings or on LEA-wide initiatives (see [Allowable Uses](#) table for additional information). Districts and community schools must complete the Title I Non-Competitive Supplemental School Improvement application within the CCIP **School Improvement and Support Grants** application. The TI NC SSI application includes an LEA-level budget grid, budget details page, school allocations, and program narrative page. Budget revisions should be implemented in accordance with [Budget Revision Requirements](#).

Grantees are required to answer additional questions for any application revisions following Revision 0 for specific categories as part of the application process. These questions will appear in a new application section titled **Program Narrative**. Additional documentation may be requested as part of the application review process.

If the LEA has multiple buildings that will be receiving funds, answers must include information for **all** buildings in the grant. The category specific questions for the program narrative are in [Appendix A](#) of this guidance document.

New to the FY25 CCIP application, LEAs with more than one identified building receiving grant funds **must** upload building-level budgets for each building that receives TI NC SSI funds. A template of the budget grid can be found on the School Improvement Grants [webpage](#). Budget grids should align to the below format:

TABLE 3 - BUDGET GRID

	Salaries	Retirement Fringe Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
Object Code	100	200	400	500	600	800	
Purpose Code							
Instruction							\$ -
Support Services							\$ -
Prof Development							\$ -
Family/Community							\$ -
Facilities							\$ -
Transportation							\$ -
Indirect Cost							\$ -
Total	\$	\$	\$	\$	\$	\$	\$ -

School Allocations Page - Number of Students Served

Another new section to the CCIP grant application is that grantees will be required to include the number of students served at each building receiving TI NC SSI funds. This will appear on the School Allocations page of the application.

ESSA Levels of Evidence

ESSA requires the use of evidence-based strategies to support students. There are four levels of evidence-based strategies, however, TI NC SSI funds only allow Levels 1 through 3. Grant funded activities must fall under the ESSA top three tiers of evidence (Levels 1, 2 and 3). The following chart defines the four ESSA tiers of evidence. When considering grant activities, ESSA evidence-based databases such as the [What Works Clearinghouse](#) and the [Ohio Evidence-Based Clearinghouse](#) may assist in identifying the ESSA evidence tier.

TABLE 4 - ESSA TIERS OF EVIDENCE

ESSA Tier of Evidence	Description
Level 1: Strong Evidence	<ul style="list-style-type: none"> Well designed and well implemented experimental study. Significant favorable effect on relevant outcome No overriding negative effects from causal studies Large, multisite sample* Overlaps with population
Level 2: Moderate Evidence	<ul style="list-style-type: none"> Well designed and well implemented quasi-experimental design (QED) or randomized controlled trials (RCT) with high attrition Significant favorable effect on relevant outcome No overriding negative effects from causal studies Large, multisite sample Overlaps with population
Level 3: Promising Evidence	<ul style="list-style-type: none"> Well designed and well implemented correlational study or well-designed and implemented RCT or QED without a large/multisite sample Statistical controls for selection bias Significant favorable effect on relevant outcome No overriding negative effects from causal studies
Level 4: Demonstrates Rationale	<ul style="list-style-type: none"> Well specified logic model An effort to study the effects is soon to be under way. Note: This level is unallowable for these funds

* A large sample is 350 or more students, or 50 or more groups with 10 or more students. A multisite sample is more than one site, and a site is a local education agency, locality, or state. Multiple studies can be combined to meet the large and multisite sample requirement as long as all studies meet the other requirements and examine the effects of an intervention on the same outcome domain.

Other Levels of Evidence Resources

Ohio does not endorse or require the use of any specific evidence-based clearinghouse; LEAs may use the clearinghouses or stand-alone research reviews they find most useful in terms of content and usability. Existing clearinghouses and stand-alone research reviews include, but are not limited to the following list:

- [Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 \(ESEA\)](#)
- [Pennsylvania Evidence Resource Center](#)
- [Identifying Evidence-based Programs – Mississippi Department of Education](#)
- [Evidence for ESSA](#)

Timeline

LEAs are encouraged to submit their Title I Non-Competitive, Supplemental School Improvement 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 TI NC SSI funds are provided for FY25. They should be budgeted and obligated within the CCIP by June 30, 2025, and liquidated by September 30, 2025.

On July 1, 2025, 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, 2025. The Department encourages LEAs to spend the funds within the allocation year (FY25). There is **no carryover** of these funds into the subsequent year (FY26).

Assurances

LEAs relinquish the rights to Title-I Non-Competitive, Supplemental School Improvement funds for the remainder of the fiscal year for failing to meet these assurances. The district or community school must assure it will:

- Ensure that each school the Local Education Agency proposes to serve with this funding will receive all the state and local funds it would have received in the absence of this funding (supplement, not supplant);
- Spend allocated funds at the appropriate school and on allowable expenses at that school;
- Implement the Ohio Improvement Process (OIP) or a similar continuous improvement cycle, such as ED STEPS;
- Align Title I Non-Competitive, Supplemental School Improvement fund expenditures to the Building Needs Assessment;
- 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 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;
- Expend funds in accordance with the school improvement components of the building plan and required interventions;
- Ensure Title I Non-Competitive, Supplemental School Improvement funds are used to build the capacity of the building staff and community to address identified needs and, if used for direct student services, the providers are properly licensed; and
- Understand Title I Non-Competitive, Supplemental School Improvement funds may be denied and/or the state may request the district reimburse the Title I Non-Competitive, Supplemental School Improvement funds for failing to meet the assurances.

APPENDIX A - Category Specific Questions

Grantees are required to answer additional questions for any application revisions following Revision 0 for specific categories as part of the application process. These questions will appear in a new application section titled **Program Narrative**. Additional documentation may be requested as part of the application review process.

If the LEA has multiple buildings that will be receiving funds, answers must include information for **all** buildings in the grant.

Category 2: Family and Community Engagement Focus Area Questions

If you've chosen to fund the building's family and community engagement efforts, please answer the following questions:

1. How will you measure and evaluate family engagement?
2. How will family engagement efforts increase the number of families engaged for students in vulnerable populations (experiencing homelessness, involved in justice system, in foster care, English learners, etc...)?
3. How will family engagement efforts go beyond the physical building?

Category 3: Tutoring Focus Area Questions

If you've chosen to fund the buildings tutoring efforts, please answer the following questions:

1. Will tutoring be offered in a high-dosage format (3 days/week or 50 hours over 36 weeks)?
2. Will tutoring be offered during the school day?
3. Describe how tutoring aligns to classroom core instruction and, for literacy, Ohio's Plan to Raise Literacy Achievement and the science of reading.
4. Is the building choosing a provider from Ohio's High-Quality Tutoring Provider Vendor Directory or implementing a locally approved tutoring opportunity? Please describe the tutoring program and the criteria used for vendor selection or how the locally approved opportunity aligns to high impact tutoring best practices.
5. Describe any planned monitoring and program evaluation efforts for measuring student achievement.

Category 4: Literacy Focus Area Questions

If you've chosen to fund the building's literacy efforts, please choose and describe the focus area and answer the following questions:

Please choose the focus area:

- Literacy Coaches
- Literacy Tutors (recommended from the [Ohio High-Quality Tutoring Program Vendor Directory](#))
- Purchase reading intervention materials or
- Provide literacy training for educators

1. How do the chosen literacy effort(s) support the district's overall focus on

- a. literacy improvement and alignment to implementation of practices aligned
 - b. with the science of reading?
2. What training will be provided to literacy coaches and/or educators providing reading intervention?
3. How will tutoring and/or intervention programming be selected and monitored for adult implementation?
4. How will you ensure that training aligns with the science of reading and Ohio's policies for literacy instruction?

Category 5: Graduation and Pathways Focus Area Questions

If you've chosen to fund the building's graduation and career pathways efforts, please answer the following questions:

1. How does the proposed strategy align with or enhance the school's/district's overall approach to offering high-quality career pathways? Is the proposed strategy reflected in the district's board approved career advising policy?
2. How does the proposed strategy involve business and community partners, particularly those partners engaged in the local Business Advisory Council.
3. How does the proposed strategy prioritize pathways that lead to in-demand occupations?

Category 7: School-Based Wellness Programs Focus Area Questions

If you have chosen to fund the school-based wellness programs, please answer the following questions:

1. What data did the school use to identify their mental or physical health needs?
2. What community partners will be involved in the needs assessment, selection, planning and implementation or program evaluation?
3. What evidence-based practices, programming or supports will the school use, or how will they ensure the selection of evidence-based practices, programming or supports?
4. Identify any professional development that may be provided to educators and school personnel as part of the wellness plan.
5. Identify the referral processes for students who need Tier II or Tier III mental or behavioral health supports.

Category 9: High-Quality Instructional Materials Focus Area Questions

If you have chosen to fund the high-quality instructional materials, please answer the following questions:

1. Which materials will the building purchase?

Review and Selection of High-Quality Instructional Materials:

1. What subject and/or grade span are you seeking new materials for?
2. What is the timeline and events for the review and selection process?
3. Is there a tool that will be used to review the materials for quality? If so, what tool?
4. What are the goals/expectations for these materials?

5. What is the building's plan for monitoring implementation?
6. What is the building's Coaching Plan (i.e., instructional coaches and instructional leaders)?

Implementation of High-Quality Instructional Materials:

1. What materials will the building be implementing?
2. What is the professional learning plan including timeline to provide educators with ongoing job-embedded training and support?
3. What are the key deadlines and timeline for implementation?
4. What data will be collected and monitored?