

Expanding Opportunities for Each Child Grant Non-Competitive Grant



FY25 Grant Funding Guidance

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**Department of
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Workforce**

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EXPANDING OPPORTUNITIES FOR EACH CHILD NON-COMPETITIVE GRANT

FY25 GRANT FUNDING GUIDANCE

This document provides guidance to local education agencies (LEAs) that have been awarded the Expanding Opportunities for Each Child Non-Competitive (EOEC NC) grant for Fiscal Year 2025 (FY25). The Department of Education and Workforce (DEW) allocates this non-competitive grant to LEAs that meet specific eligibility requirements. This document offers guidance to EOEC NC grantees to ensure that grant funded activities are aligned with the intent and purpose of the grant.

Introduction

The EOEC NC grant funds are awarded to LEAs in Ohio that are classified as traditional school districts and community schools. Section 1003A of Every Students Succeeds Act (ESSA) recommends that state education agencies (SEA) set aside an additional 3% of Title I Part A to fund this grant. Ohio chooses to distribute these funds as the Expanding Opportunities for Each Child Non-Competitive grant. The EOEC NC grant is allocated to an LEA with schools that have been identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI).

The EOEC NC grant funds will help LEAs and schools to implement programs and activities that align to the Department's agency priorities of **Literacy, Learning Acceleration, 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.

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

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

See [Intent and Purpose](#) section and [Appendix A](#) for more information on the grant focus areas.

The EOEC NC funds must be aligned with the LEA's continuous improvement plan as outlined in the LEA or building One Plan. New to the FY25 grant application, LEAs must complete a grant application in the new **School Improvement and Support Grants** application in the Comprehensive Continuous Improvement Plan (CCIP).

Eligibility

To receive the EOEC NC grant 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

The EOEC NC grant provides LEAs an opportunity to create and expand high-quality, meaningful, and engaging programming for low-achieving student groups. The grant's five focus areas of **advanced coursework**, **career pathways**, **personalized learning**, **credit recovery and academic acceleration**, and **graduation pathways** enable grantees to create and expand programming that is not otherwise available in the LEA's building(s).

Programming must align with the school or LEA's improvement plan. The goal of EOEC NC grant funding is to provide direct student services (DSS) for low-achieving students and to increase access to new coursework and educational opportunities for low-achieving students.

Each of the grant focus areas are described below:

1. Create or expand **advanced coursework** like Advanced Placement (AP), International Baccalaureate (IB), and College Credit Plus (CCP) courses that are not currently available at a student's school. For example, EOEC NC funds may be used to pay costs to implement the essential concepts of college and career preparatory curriculum and advanced coursework.
2. Introduce or expand high-quality **career pathways** toward earning an industry-recognized credential. Career pathways expand opportunities for students to access programs that will prepare them for careers that are in high demand. For example, EOEC NC funds may be used to pay for costs associated with career pathways options that provide exploration of occupations and industries that lead to career success.
3. Implementation of new or expanded **personalized learning** opportunities that customize the learning to meet the student's unique skills, abilities, preferences, background, and lived experiences. Personalized learning activities can be offered through blended, digital, and/or project-based learning activities.
4. Implementing the creation or expansion of **credit recovery** and **academic acceleration** courses that lead to a regular high school diploma. The EOEC NC funds may be used to pay for costs associated with providing students with academic acceleration opportunities to match the level, complexity, curriculum, and ability level. The grant can expand accelerated learning opportunities for a student to become an independent learner and complete a challenging academic and technical program of study.
5. The **graduation pathways** can be used to offer creative programming that inspires students to actively participate in learning, graduate from high school on time, and be prepared for the workforce. An example of how grant funds may be used is to leverage

programs that support college and career readiness, engage diverse learners, focus on academic recovery, or expand options for creating student-centered learning opportunities.

See [Appendix A](#) for in-depth information about each of the five focus areas.

Fiscal Year 2025 Calculation

The EOEC NC allocations are based on the federal identification of school buildings. If the LEA has more than one identified building, the total LEA amount is calculated based on the number of CSI and ATSI buildings within the LEA. The total allocation amount is awarded at the LEA level. The LEA may decide the allocation amounts to school buildings.

The table below outlines the anticipated allocation amounts for each federal school identification type. These are preliminary estimates based on federal allocations, and LEAs may need to make revisions throughout the grant year.

The EOEC NC grant includes an additional allocation to support student outcomes 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.

TABLE 1 - FY25 BUILDING IDENTIFICATIONS AND AWARD

Building Identification Status	State Award Year 2025 Allocation	Number of Schools	Total Estimated Award \$19,000,000.00
CSI	\$ 63,476.93	189	\$ 11,997,139.80
ATSI	\$ 41,260.00	161	\$ 6,642,860.00
Rural	\$ 10,000.00	36	\$ 360,000.00

Example: If an LEA has one CSI building and one ATSI building, the total allocation for the LEA is \$104,736.93.

Calculation: \$63,476.93 (CSI) + \$41,260.00 (ATSI) = Total LEA Allocation \$104,736.93

The LEA may distribute the EOEC NC grant funds to individual school buildings using the funding prioritization criteria below:

1. First, distribute funds to schools identified as CSI.
2. Then, distribute funds to pay costs for low-achieving students in ATSI buildings.
3. Next, distribute funds to pay costs for low-achieving students in TSI buildings.
4. Finally, distribute funds to pay costs for other low-achieving students in other buildings within the LEA.

NOTE: The LEA must include an explanation in the School Improvement and Support Grants application if funds are not allocated to a CSI, ATSI, or TSI identified building.

Allowable Activities

The EOEC NC funds are allocated for the **development or expansion of programs** and 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 EOEC NC grant funds.

Program activities must only reflect allowable activities that are aligned with the grant focus areas and the LEA’s or EOEC-funded school’s One Plan. The EOEC NC grant expenditures must be reasonable, allowable, allocable, necessary, and directly related to the expanded or new opportunity. The Department recommends that LEAs and schools collaborate with their State Support Team (SST) and/or Educational Service Center (ESC) to identify and to plan grant-related activities. Community schools may contact their sponsor for additional support.

TABLE 2 - EOEC ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
Professional Development	<ul style="list-style-type: none"> • Staff training costs • Professional development for instructors • Purchased services for training, speakers, stipends, etc.
Family and Community Engagement Up to 1% of the total allocation may be used for Family and Community Engagement related to EOEC-funded activities.	<ul style="list-style-type: none"> • Materials or supplies for meetings and activities • Materials to distribute to parents and families to share results of programming funded by the EOEC grant such as mailers or brochures
Supplies, Equipment, and Services	<ul style="list-style-type: none"> • Curriculum materials, equipment, and supplies • High-quality tutoring services from a provider on DEW’s Approved Vendor Directory
Purchasing Services from Vendors to Expand Courses	<ul style="list-style-type: none"> • Online or blended learning modules • Licenses for instructional software • Competency-based learning opportunities • Project-based learning opportunities • Digital/online learning platform licenses
Exam Fees and Costs Contact eoecgrant@education.ohio.gov to confirm if state and local funds will be used to reduce the cost of taking AP/IB exams	<ul style="list-style-type: none"> • Exam and course fees for low-income students that are not covered by other state and federal funds
Hiring or Contracting New Positions	<ul style="list-style-type: none"> • Contract instructors • Staff needed for additional or expanded course opportunities

Activity Category	Example(s) of Allowable Activities
<p>Grant Program Administration</p> <p>Up to 2% of the total allocation may be used to administer the EOEC grant program.</p>	<ul style="list-style-type: none"> Costs associated with program planning and administration

Timeline

The EOEC NC grant is a federally funded grant, and funds must be obligated and liquidated within the period of availability. The funds should be budgeted and obligated (encumbered) by June 30, 2025, and liquidated by September 30, 2025. LEAs are encouraged to submit the EOEC NC grant applications and budgets within **30 calendar days** of the award notification to establish a substantially approved date (SAD) that is in compliance with the Code of Federal Regulations (CFR). Grantees can submit [Final Expenditure Reports](#) (FERs) on July 1, 2025, in the CCIP. The FER can be submitted once all outstanding obligations have been finalized and no later than September 30, 2025. These funds **may not be carried over** into FY26.

School Improvement and Supports Grants Application

The LEA representative must complete the EOEC NC application, which can be found within the new **School Improvement and Supports Grants** application in the CCIP. The EOEC NC grant application is no longer part of the Consolidated Application in the CCIP. DEW allocates EOEC NC grant funds to the LEA; and then the LEA must allocate the funds to individual buildings as all funds must be spent at the building level.

BUDGET AND BUDGET DETAILS

The EOEC NC application includes a LEA-level budget grid, budget details, program narrative, and school allocations page. Budget revisions should be implemented in accordance with [Budget Revision Requirements](#).

TABLE 3 - CCIP 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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

New for the FY25 grant application, LEAs with more than one building **must** upload building-level budgets for each building that receives EOEC NC funds. Additionally, from Revision 1 onwards of the application, the School Allocations Page must include the number of students that are being served by grant funded programs or initiatives.

LOCAL USE OF FUNDS

All EOEC NC grants must include a family outreach component that informs families of new activities and opportunities that have been created with grant resources. LEAs may use up to 1% of their award to fund family outreach and communication activities. Furthermore, LEAs may allocate up to 2% of the allocation to fund grant administration expenses.

CCIP Grant Application Supplemental Questions

Following the approval of Revision 0 and beginning with Revision 1 of the grant application, grantees must complete additional application questions, where applicable. These supplemental questions must be completed for each school building within the LEA that has been allocated EOEC NC grant funds. There are five EOEC NC Grant focus areas that can be implemented: Advanced Coursework, Career Pathways, Credit Recovery and Academic Acceleration, Personalized Learning, and Graduation Pathways. Please see [Appendix B](#) for additional application questions.

ESSA Levels of Evidence

ESSA requires the use of evidence-based strategies to support students. There are four levels of evidence-based strategies; however, EOEC NC 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

ESSA Tier of Evidence	Description
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 Note: This level is unallowable for these funds	<ul style="list-style-type: none"> Well-specified logic model An effort to study the effects is soon to be under way

* 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 if 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](#)

Assurances

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

1. Ensure that EOEC funds are prioritized to:
 - a. First, distribute funds to schools identified as CSI.
 - b. Then, distribute funds to pay costs for low-achieving students in ATSI buildings.

- c. Next, distribute funds to pay costs for low-achieving students in TSI buildings.
 - d. Last, pay costs for other low-achieving students served by the local educational agency.
2. Ensure funds are used for one or more of the following identified activities:
 - a. Enrollment and participation in academic courses not otherwise available at a student's school, including advanced coursework, and [career pathway](#) courses that are aligned with state academic standards and lead to an [industry-recognized credential](#).
 - b. Credit recovery and [academic acceleration courses](#) that lead to a regular high school diploma.
 - c. 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.
 - d. Components of a personalized learning approach.
3. Ensure that budgeted activities are allowable and aligned with the One Needs Assessment
 - a. Districts and community schools may use no more than 1 percent of the award for outreach and communication to families about available direct student services activities funded through the Expanding Opportunities for Each Child grant.
 - b. Districts and community schools may use no more than 2% of the award on administrative costs related to the direct student services funded through the Expanding Opportunities for Each Child.
4. Ensure, through outreach and communication, that parents:
 - a. Can exercise a meaningful choice of direct student services for their child's education.
 - b. Have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service.
5. Ensure that only evidence-based practices (ESSA Levels 1–3 only) and properly licensed providers are used to support the action steps and strategies in the building's school improvement plan.
6. Ensure that service providers have access to district- and building-level data, to teachers, and to other district/school personnel upon request.
7. Ensure that any post-secondary institutions providing services and/or support for EOEC programming are accredited.
8. Ensure that all direct student services are monitored.
9. 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.
10. Ensure that if using the funds for transportation to allow a student enrolled in a CSI school to transfer to another public school that is not identified as CSI, 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 - 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 in elementary school 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 NC 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 NC 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 - 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 - 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 support 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 - CREDIT RECOVERY AND ACADEMIC ACCELERATION

Credit recovery options offer students an opportunity to recover grades or credit from coursework that was not completed satisfactorily, and academic credit that 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 to 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 exempt 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. EOEK grant funds can extend access to academic acceleration established through one of these school board policies.

FOCUS AREA - GRADUATION PATHWAYS

EOEC NC grant funds can be used to expand graduation pathways for low performing students. The graduation pathways must be aligned with the Department's [new graduation requirements](#) and in addition to the three original pathways. LEA's can expand graduation pathways utilizing EOEK NC funds for students who need to demonstrate competency or readiness to graduate from high school.

1. **Competency Requirement** - Students demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.
2. **Readiness Requirement** - Students demonstrate readiness for their post-high school paths by earning two seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills.

APPENDIX B – Additional CCIP Application Questions

The following questions are required for Revision 1 onwards in the CCIP grant application. Grantees must complete the sections where funding will be used. Questions should also include information for each building that will receive grant-funded programming.

Please select one or more EOEC NC program focus area (select all that apply) and then complete the questions below for each selected focus area:

- Advanced Coursework
- Credit Recovery and Academic Acceleration
- Graduate Pathways and Career Pathways
- Personalized Learning
- Graduation Pathways

Advanced Coursework Focus Area Questions

1. What data will be analyzed to support the expansion or introduction of Advanced Coursework or Programming?

Credit Recovery and Academic Acceleration (Tutoring) Focus Area Questions

1. Identify the name of the tutoring provider selected from Ohio's High-Quality Tutoring Vendor Directory.
2. Describe the high dosage tutoring delivery model (days/hours/minutes)
3. What data sources will be analyzed to ensure that tutoring services are aligned with grade level instruction?
4. Describe the improvement model that will be used to evaluate student achievement or performance outcomes.

Graduate Pathways and Career Pathways Focus Area Questions

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

Personalized Learning Focus Area Questions

1. What data has been used to identify personalized student needs?
2. What community partners will be involved in the needs assessment, selection, planning or implementation or program evaluation?
3. Describe the criteria used to select the evidence-based practices, programming, or support.
4. Identify any staff professional development requirements that will be required for program implementation.