

Title I Non-Competitive Supplemental School Improvement



FY26 Grant Funding Guidance

August 2025



**Department of
Education &
Workforce**

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Title I Non-Competitive Supplemental School Improvement Grant

FY26 GRANT FUNDING GUIDANCE

REVISED AUGUST 2025

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 (CCIP) in the **School Improvement and Support Grants** funding application.

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, the Department of Education and Workforce (DEW) allocates funds using a formula, rather than a competitive process, 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, an LEA must have at least one (1) CSI or ATSI identified school based on federal accountability criteria and data from the 2024 report card (school year 2023-2024). Schools were notified of their updated identification status in February 2025.

Intent and Purpose

TI NC SSI funds are intended to support high-quality, sustainable school improvement activities that increase student achievement and address the reason a building was identified. For example, a CSI building that was identified for graduation rate will focus on grant-funded strategies that increase the school's federal graduation rate. A building identified as ATSI for their Students with Disabilities student group will target TI NC SSI grant funds to improve the student group's academic performance. All grant-funded activities must align to the LEA and/or building-level One Plan. A grant application is required to receive TI NC SSI funds.

See [Allowable Activities](#) for more information on grant focus areas.

Department Priorities

In alignment with the Department of Education and Workforce’s priorities, the TI NC SSI grant will focus on literacy, mathematics, accelerating learning, student health and 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:** Building a foundation for lifelong success by ensuring every student is reading at or above grade level.
2. **Accelerating Learning:** Advancing academic achievement in English Language Arts (ELA) and mathematics for all students through statewide implementation of high-quality instruction, assessments, and supports.
3. **Student Wellness:** Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.
4. **Workforce Readiness:** Preparing students for success in life and careers through real-world knowledge, skills, and experiences.

Fiscal Year 2026 Calculation

Allocations are based on the number of identified 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. LEAs with more than one identified building can then choose how to budget funds among their identified buildings.

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

TABLE 1 - FY26 BUILDING IDENTIFICATIONS AND ESTIMATED ALLOCATION AMOUNTS

Building Identification Status	Estimated State Award Year 2026 Allocation*	Number of Buildings	Estimated Total Award*
CSI	\$259,213.01	136	\$35,252,969.36
ATSI	\$168,488.46	46	\$7,750,468.70
Additional Amount for Rural	\$15,000.00	16	\$240,000.00

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

As an example allocation calculation, if an LEA has one CSI building and one ATSI building then the total allocation for the LEA is \$427,701.47.

Example Calculation: \$259,213.01 (CSI) + \$168,488.46 (ATSI) = \$427,701.47 (Total Allocation)



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 LEA and/or building One Plan. **NOTE:** If a LEA decides not to 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. DEW must provide express written approval of an LEA not funding a CSI or ATSI identified building.

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 \$15,000 per identified building.

Allowable Activities

The TI NC SSI application requires the completion of a budget. Budgeted activities must be consistent with specific improvement activities included in the identified school or LEA’s One Plan. Grant funded activities must meet the ESSA levels 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.** All expenditures must also align to the intent and purpose of the grant. 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 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. 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 cannot 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 also receive TI NC SSI grant funds.

Review the goals, strategies and activities identified in the school and LEA’s One Plan and consider how TI NC SSI allowable grant activities can support the goals, strategies, and action steps of the One Plan. The Department recommends that LEAs and schools work with their State Support Team (SST), Educational Service Center (ESC), and community school sponsor to assist with improvement planning and identifying grant-related activities.

TABLE 2 - TI NC SSI GRANT ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
<p>Category 1: Career and Technical Education</p>	<ul style="list-style-type: none"> • Career technical courses or programming that provide students with the academic and technical skills needed to succeed in a variety of future careers.
<p>Category 2: Hiring New Positions</p> <p>Note: A job description must be uploaded as part of the application submission</p>	<ul style="list-style-type: none"> • Literacy or mathematics 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
<p>Category 3: Differentiated Learning</p>	<ul style="list-style-type: none"> • Implementing an integrated multi-tiered system of supports (MTSS) framework • Implementing an early warning indicator (EWI) system to promote targeted and timely engagement of strategies in response to data • Implementing 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
<p>Category 4: High-Quality Professional Development</p>	<p>In alignment with the Title II definition of Professional Development (PD) (ESSA Sec. 8101(42)), PD must be aligned to ongoing improvement strategies and should not be a stand-alone, one-day, or short-term workshop. Allowable professional development must meet the following criteria:</p> <ul style="list-style-type: none"> • Sustained (or part of a long-term professional development plan or school improvement plan) • Intensive • Collaborative • Job-embedded • Data-driven • Classroom-focused <p>Purchased services may include:</p> <ul style="list-style-type: none"> • Training/Speakers • Stipend(s) for professional development

Activity Category	Example(s) of Allowable Activities
<p>Category 5: Support Services</p>	<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. • Tutoring programs from the High-Quality Tutoring Provider Vendor Directory are recommended. Other providers can be considered.
<p>Category 6: High-Quality Instructional Materials</p>	<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 high-quality professional learning and/or curriculum-based professional learning for educators. Professional learning should be selected from the Professional Learning Partner Guide. • 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 • Educational content which provides implementation supports for educators to ensure all students' learning needs are met • Mathematics: Purchase and implementation of mathematics core materials rated green by EdReports <ul style="list-style-type: none"> • Aligned to the phases outlined in the Ohio Curriculum Support Guide • Aligned to Ohio's High-Quality Instructional Materials Rubric for Mathematics • For more information on high-quality instructional materials, please visit Ohio Materials Matter.
<p>Category 7: Graduation and Career Pathways</p>	<ul style="list-style-type: none"> • Providing rigorous college and career pathways that integrate enrollment, support and success in academic coursework, career education, and technical education • Work-based learning and student support services
<p>Category 8: Student Achievement</p>	<ul style="list-style-type: none"> • Summer school courses, supplemental instruction, academic and career counseling, etc.

Activity Category	Example(s) of Allowable Activities
	<ul style="list-style-type: none"> • Interventions to address learning loss such as tailored acceleration, and summer bridge programs (outside of core instruction) • Interventions that focus on improved literacy outcomes
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: Family and Community Engagement	<ul style="list-style-type: none"> • Materials and supplies for meetings and activities designed to support ongoing family and community engagement • Salary and benefits for a Family and Community Engagement Coordinator
Category 11: Literacy	<ul style="list-style-type: none"> • Providing instructional intervention for students focused on improving literacy through the science of reading, including training for educators delivering intervention (beyond State requirements) or the selection and use of Department approved 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

Note: Any funded position(s) **requires** an uploaded job description. The job description must include an explanation of responsibilities, a list of qualifications including level of education, licensure (where applicable), and years of experience. Additional documentation must be made available upon request from DEW.

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)

CCIP Application Requirements

While the funding is allocated at the LEA level, these funds must be spent at the identified building level (see the [Allowable Activities](#) table for additional). Districts and community schools must complete the Title I Non-Competitive Supplemental School Improvement grant application in the **School Improvement and Support Grants** application in the CCIP. The TI NC SSI application includes an LEA-level budget grid, budget details, program narrative, school allocations, and upload/view documents pages. Budget revisions should be implemented in accordance with the [Budget Revision Requirement Guidance](#).

Additional information or documentation may be requested during the application approval process or during application revision. Documentation must be made available upon request from DEW.

ALIGNMENT TO THE ONE PLAN

Alignment of the One Plan and the TI NC SSI grant application is required. In the Action Steps portion of the LEA One Plan, the grant must be identified. Please ensure that the grant name is listed as seen here: **Title I Non-Competitive Supplemental School Improvement Grant**. LEAs may need to revise their One Plan to align spending to the CCIP grant application.

BUDGET GRID

LEAs with more than one identified building receiving grant funds **must** upload building-level budgets for each building that receives TI NC SSI funds. The budget grid will allow grantees to budget funds in alignment to the allowable uses of the grant. A template of the budget grid can be found [here](#).

Budget grids should align to the format below.

BUDGET GRID TEMPLATE

	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	\$	\$	\$	\$	\$	\$	\$ -

BUDGET DETAILS

The questions in the Budget Details page relate to funds allocated in the budget grid. The information provided on this page should be the total dollar amount budgeted for each area. If the LEA has multiple buildings that will be receiving funds, answers must include information for **all** buildings in the grant. Only select and complete the areas that are relevant to grant-funded programming in FY26. Some areas require an explanation.

Budget Details questions can be found in [Appendix A](#). See [Appendix C](#) for an example of a completed TI NC SSI application.

PROGRAM NARRATIVE

Grantees are required to answer additional questions for specific categories as part of the application process. These questions will appear in the 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 TI NC SSI funds, answers must include information for **all** buildings in the grant.

Program Narrative questions can be found in [Appendix B](#).

SCHOOL ALLOCATIONS

The School Allocations page requires grantees to provide the following information: Building Budget Amount, Students Served, and Sort Order of Buildings.

Since LEAs can prioritize their funds among their identified buildings, this page allows grantees to list the budgeted amount by building. The number of students served is the **estimated number of students that will benefit from grant funded activities**. In some cases, this may be the total number of students enrolled in the building. The last column that grantees will need to complete is the Sort Order column. This is where grantees can prioritize which buildings will be funded with TI NC SSI grant funds.

LEAs with more than one building **must** complete all fields on the page. LEAs with only one building receiving grant funds must complete the Students Served column.

Example of the School Allocations table:

IRN	Building Name	Grade Span	School Label	Sort Order	Building Budget Amount	Students Served
123456	Building A	9-12	ATSI	1	\$300,000.00	350
678901	Building B	K-5	CSI	2	\$110,000.00	110

NOTE: If an LEA chooses not to allocate funds to an identified building, the LEA must provide justification for choosing not to allocate funds to CSI and/or ATSI building(s). New to the FY26 funding application, **DEW must provide express written approval** if an LEA chooses not to fund a CSI or ATSI identified building

UPLOAD/VIEW DOCUMENTS

Certain sections of the application require additional documentation to be uploaded. The Upload/View Documents section is where grantees must upload required documents. Examples of required documents are job descriptions for staff hired out of grant funding and building-level budget grids for LEAs that have more than one building funded out of the grant. Additional documentation must be made available upon request from DEW.

What if the LEA needs to shift the plan? Creating a “Plan B”

Sometimes plans must change due to unforeseen circumstances. For example, what if the LEA is unable to hire a teacher by September or a PD session is cancelled unexpectedly? What happens if adjustments are needed to the plan?

It is important to make the change as soon as possible. LEAs may adjust their grant application throughout the fiscal year. There is no penalty for changing the application if the proper documentation is kept, and if the application and budget revision policies are followed.

Consider how the change impacts the budget. There is a 10% threshold for budget revisions. This means that a budget revision that is 10% or more of the original allocation requires a History Log Note to be posted by the district or school explaining why the revision is necessary. That History Log Note must then be reviewed and approved by the Department.

Planning for Summer Programming

LEAs may consider funding summer programming when submitting the grant application. It is acceptable to plan for summer programming from the beginning of the fiscal year and to utilize funds for this type of programming. Consider how the summer programming aligns to the One Plan and prioritize the reason for identification. A description of the summer programming in the application is required.

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**. The following chart defines the four ESSA tiers of evidence. When considering grant activities, ESSA evidence-based databases such as the [Ohio's Evidence-Based Clearinghouse](#), [What Works Clearinghouse](#), [Evidence for ESSA](#), and [Pennsylvania Evidence Resource Center](#) may assist in identifying the ESSA evidence tier.

Grant funded strategies **must** align to the ESSA top three levels of evidence (Levels 1, 2 and 3).

TABLE 3 - ESSA LEVELS OF EVIDENCE

ESSA Level 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, multi-site 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 if all studies meet the other requirements and examine the effects of an intervention on the same outcome domain.

More information about the ESSA Levels of Evidence can be found [here](#). LEAs may need to provide additional information on how grant-funded programming meets ESSA Levels of Evidence.

Monitoring and Data Collection

Grantees are **required** to identify and collect student and adult outcome data to measure the impact of the LEA's chosen ESSA-level intervention strategy. The student and adult outcomes must align to the LEA and/or building-level One Plan and the reason for identification. If you are unsure of the reason for identification, please visit the [Identification and Requirements webpage](#).

Grantees can use multi-year student measures and adult measures from the building level One Plan and edit them to meet the requirements of the annual grant timeline.

See examples of annual student and adult outcomes in [Appendix C](#).

PREPARING TO COLLECT OUTCOMES FOR MONITORING

A critical element of grant implementation is the intentional identification and collection of student and adult outcomes. This can be accomplished by establishing a timeline for consistent collection and analysis of student and adult outcomes throughout the life of the grant (July 1, 2025 – June 30, 2026 [or September 30, 2026, with an approved summer extension]). The analysis of student and adult outcomes can be analyzed at TBTs, BLTs and/or DLTs or similar structures.

BUILDING LEVEL INFORMATION

The TI NC SSI grant is a building-level grant. Therefore, all planning and data analysis **must** focus on the identified buildings where TI NC SSI grant funds are used.

Timeline

LEAs are encouraged to submit their Title I Non-Competitive Supplemental School Improvement application in “Authorized Representative Approved” status within **30 calendar days** of fund allocation in the CCIP.

The TI NC SSI grant is a federally funded grant, and funds must be obligated and liquidated within the period of performance. Unlike general funds, federal funds will expire if they are not obligated and liquidated within the period of performance. These TI NC SSI funds are provided for FY26. They should be budgeted and obligated within the CCIP by June 30, 2026, and liquidated by September 30, 2026.

On July 1, 2026, 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, 2026. The Department encourages LEAs to spend the funds within the allocation year (FY26). There is **no carryover** of these funds into the subsequent year (FY27).

Grant-Specific 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 ensure 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 Ohio's continuous improvement framework 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 – Budget Details

1. Target Area - Please select the target area(s) the identified building(s) in this application is(are) choosing:
a. High-Quality Instructional Materials
<input type="checkbox"/> Training Materials including Software and Licenses
<input type="checkbox"/> Purchase of content area materials
b. <input type="checkbox"/> Graduation and Career Pathways
c. Student Achievement
<input type="checkbox"/> Teachers or Tutors for supplemental instruction outside of core academic periods
<input type="checkbox"/> Instructional paraprofessionals (who meet Title I requirements) for supplemental instruction periods
<input type="checkbox"/> Other: Explain
d. School-based Wellness Programs
<input type="checkbox"/> Counselor Social Worker for Whole Child Support or Trauma-Informed Care
<input type="checkbox"/> Other: Explain
e. <input type="checkbox"/> Career and Technical Education
f. <input type="checkbox"/> Hiring New Positions
g. Family and Community Engagement
<input type="checkbox"/> Parenting Skills Training
<input type="checkbox"/> Family Literacy Training
<input type="checkbox"/> Family Community Resource Coordinators
<input type="checkbox"/> Other: Explain
Describe how these activities will be sustainable and how staff will be involved in the training. Explain how this will increase the capacity of staff to engage with the families of students.
h. <input type="checkbox"/> Differentiated Learning
i. Literacy
<input type="checkbox"/> Literacy Coaches
<input type="checkbox"/> Literacy Tutors (from the Ohio High-Quality Tutoring Program Vendor Directory)
<input type="checkbox"/> Purchase reading intervention materials
<input type="checkbox"/> Provide literacy training for educators
<input type="checkbox"/> Other: Explain

2. Evidence-Based Strategy
a. The school must identify at least one specific evidence-based strategy that is classified as Level 1, 2, or 3 per ESSA and identify the name of the specific level of evidence chosen.
<input type="checkbox"/> Level 1: Strong Evidence
<input type="checkbox"/> Level 2: Moderate Evidence
<input type="checkbox"/> Level 3: Promising Evidence

b. Explain how the applicant determined the intervention selected meets Level 1 ("Strong"), Level 2 ("Moderate") or Level 3 ("Promising") level of evidence.
c. Provide an explanation of how the evidence-based strategies included in the application align to the school's needs assessment and project goals. The explanation should at least explain how the selected strategies are appropriate based on grade level, student needs and content area addressed by the strategy.

3. Alignment with the One Plan and One Needs Assessment
Please provide the Goal title and Strategy title from the LEA's or School's One plan that this funding is tied to Example: LEA One Plan - Goal #1, Strategy #2

4. Anticipated Impact for Students and Adults
a. Identify and explain at least two anticipated student outcomes for this grant. The structure of the goal should follow the SMART goals format.
b. Identify and explain at least two adult implementation goals or indicators for this grant. The structure of the goal should follow the SMART goals format.

5. Local Educational Agency (LEA) Requirements (ESSA 1003(e) / ESEA 1111(d))
a. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.
b. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement not supplant).
c. Describe how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plans, as appropriate.

d. Please provide a description of how the LEA will monitor the school(s) receiving these funds.

6. FTEs Paid with Title I Non-Competitive Supplemental School Improvement Funds (direct and/or contract services)

<input type="checkbox"/> Teachers, tutors or instructional paraprofessionals for Supplemental Learning that support and do not replace core instruction: such as before school, after school or summer programs, or for supplemental courses or periods within the school day	Describe Title/Position: <input type="text"/> <input type="text"/>	Building(s) employed: <input type="text"/> <input type="text"/>
<input type="checkbox"/> Support Services, such as a counselor or social worker for Whole Child Support or Trauma-Informed care	Describe Title/Position: <input type="text"/> <input type="text"/>	Building(s) employed: <input type="text"/> <input type="text"/>
<input type="checkbox"/> Academic/Data Coach	Describe Title/Position: <input type="text"/> <input type="text"/>	Building(s) employed: <input type="text"/> <input type="text"/>
<input type="checkbox"/> Professional Development	Describe Title/Position: <input type="text"/> <input type="text"/>	Building(s) employed: <input type="text"/> <input type="text"/>
<input type="checkbox"/> Family and Community	Describe Title/Position: <input type="text"/> <input type="text"/>	Building(s) employed: <input type="text"/> <input type="text"/>

7. Purchased Services - Amounts paid for supplemental personal services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Instruction Purchased Services	
<input type="checkbox"/> Properly Licensed Teachers/Tutors	<input type="checkbox"/> Instructional materials
<input type="checkbox"/> ESEA Qualified Instructional Paraprofessional	<input type="checkbox"/> Equipment/Hardware

<input type="checkbox"/> Software/License	<input type="checkbox"/> Other Purchased Services
Support Services Purchased Services	
<input type="checkbox"/> Counselor	<input type="checkbox"/> Data or Academic Coach
<input type="checkbox"/> Data Analysis	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Other Purchased Services	
Professional Development Purchased Services	
<input type="checkbox"/> Stipends	<input type="checkbox"/> PD Coach
<input type="checkbox"/> Consultant	<input type="checkbox"/> Substitute Teachers (to allow for professional development)
<input type="checkbox"/> Training Materials (Software/Licenses)	<input type="checkbox"/> Travel Mileage/Meeting Expense (to allow for professional development)
<input type="checkbox"/> Other Purchased Services	
Family and Community Engagement Purchased Services	
<input type="checkbox"/> Sustained Parenting Skills	<input type="checkbox"/> Sustained Family Literacy Training
<input type="checkbox"/> Resource Coordinator	<input type="checkbox"/> Other Purchased Service

8. Support Services
<input type="checkbox"/> Data Coach/Coaches
<input type="checkbox"/> Academic Coach/Coaches
<input type="checkbox"/> Data Analysis Services
<input type="checkbox"/> Counselor or Social Worker for Whole Child Support or Trauma-Informed Care
<input type="checkbox"/> Other: Explain

9. High- Quality Professional Development
<input type="checkbox"/> Professional Development Coaches
<input type="checkbox"/> Training Materials including Software and Licenses
<input type="checkbox"/> Substitute Teachers to Allow for Professional Development
<input type="checkbox"/> Travel Mileage/Meeting Expenses to Allow for Professional Development
<input type="checkbox"/> Stipend(s) for Professional Development
<input type="checkbox"/> Other: Explain

10. Supplies and Capital Outlay - The maximum recommended amount is 30% of the allocation for the sum of supplemental Supplies and Capital Outlay. Describe purchases in Supplies (500) and Capital Outlay (600).

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

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 ensure 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 Ohio’s continuous improvement framework 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.

I certify that I have read these assurances and will operate the Title I Non-Competitive, Supplemental School Improvement grant in accordance with program requirements under SEC. 1003 School Improvement ESEA. I have been authorized by the local educational agency/community school to certify these assurances and to apply for funds on its behalf.

Appendix B – Program Narrative

A. Family and Community Engagement Focus Area Questions

1. How will you measure and evaluate family engagement?
2. How will family engagement efforts increase the number of families engaged or 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?

B. Tutoring Focus Area 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.

C. Literacy Focus Area Questions

1. How do the chosen literacy effort(s) support the district's overall focus on literacy improvement and alignment to implementation of practices aligned with the science of reading?
2. How will tutoring and/or intervention programming be selected and monitored for adult implementation?
3. What training will be provided to literacy coaches and/or educators providing reading intervention?
4. How will you ensure that training aligns with the science of reading and Ohio's policies for literacy instruction?

D. Graduate Success and Career Pathways Focus Area 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?

E. School-Based Wellness Programs Focus Area 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 support.

F. High-Quality Instructional Materials Focus Area Questions

1. Which materials will the building purchase?

a. 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? 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)?

b. 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?

Appendix C – Sample: Completed Application Questions

BUDGET DETAILS SAMPLE:

Question #1: Target Area - Please select the target area(s) the identified building(s) in this application is(are) choosing:

i. **Literacy**

Literacy Coaches

Question #2a: The school must identify at least one specific evidence-based strategy that is classified as Level 1, 2 or 3 per ESSA and identify the name of the specific level of evidence chosen.

Level 3: Promising Evidence

Question #2b: Explain how the applicant determined the intervention selected is Level 1 (“Strong”), Level 2 (“Moderate”) or Level 3 (“Promising”) level of evidence.

We searched the Evidence level on the Evidence for ESSA website, and the intervention rank is based on research outcomes. The study was conducted in an urban school that is similar to our student population.

Question #2c: Provide an explanation of how the evidence-based strategies included in the application align to the school's needs assessment and project goals. The explanation should at least explain how the selected strategies are appropriate based on grade level, student needs and content area addressed by the strategy.


The selected strategy aligns to the need to improve reading scores for K-5 students with disabilities, and all low performing students. Teachers have completed LETRS training and need coaching to support effective implementation in real time. Teachers also need coaching to support the use of data informed instruction.

Question #3: Please provide the Goal title and Strategy title from the LEA’s or School’s One plan that this funding is tied to Example: LEA One Plan - Goal #1, Strategy #2

Goal #1: By 06/30/2027 we will improve the performance of Students with Disabilities students at/in ABC Elementary School to increase 10.00 points in English Language Arts based on State Report Card - Performance Index.


Goal #2: By 06/30/2027 we will improve the performance of All Students, All Grades students at/in ABC City to decrease 15.00 % in Chronic Absenteeism using State Report Card – Gap Closing.

Question #4a: Identify and explain **at least two anticipated student outcomes** for this grant. The structure of the goal should follow the SMART goals format.

 **TIP:** For this question, be sure that the information is for the grant year (**July 1, 2025 - June 30, 2026**). Outcomes should be relevant to student outcomes identified in the One Plan.

1. *By June 30, 2026, all students will increase reading proficiency by 15% points as measured by ABC Tests. Students will be benchmarked 3 times per year using ABC formative assessments.*
2. *By June 30, 2026, Every Month, English Language Arts - District Short Cycle Assessments of Students with Disabilities will be monitored by Classroom Teacher/s, Intervention Specialists, with an annual increase of 15%.*

Question #4b: Identify and explain **at least two adult implementation goals or indicators** for this grant. The structure of the goal should follow the SMART goals format.

 **TIP:** For this question, be sure that the information is for the grant year (**July 1, 2025 - June 30, 2026**). Outcomes should be relevant to adult outcomes identified in the One Plan.

1. *By June 30, 2026, teachers will implement evidence-based literacy instructional practices 60% of the time as evidenced through quarterly walkthroughs and observation checklists.*
2. *By June 30, 2026, all teachers will collaborate in coaching sessions with the literacy coach and increase implementation of best practices 90% of the time.*

Question #5a: Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner for grant activities.

To identify who to partner with, the district put out a Request for Proposals (RFP). The evaluation process of the RFP consisted of a scoring evaluation and an interview. The Evaluation Committee includes the Assistant Superintendent, the Director of Curriculum and Instruction, the Director of Student Services, the Director of Student Data Systems and Accountability, the Middle School Principal, and the Instructional Coach. The Evaluation Committee will evaluate and score the proposals.

Question #5b: Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement, not supplant).

Title I and IV-B grant funds and district general funds will support the Title I SSI NC grant initiatives. Title I staff will collaborate with BCD Elementary to provide family engagement

opportunities that highlight literacy and support families in growing and learning aspects of school. The district staff and special education staff will support and assist in implementing grant-funded activities.

Question #5c: Describe how the LEA will modify practices and policies to provide operational flexibility that enables full and effective implementation of the school improvement plans, as appropriate.

BCD school district will have multiple data points throughout the course of the school year to ensure success of the school improvement process. The process will be adjusted according to data collected to ensure improved outcomes in student achievement. The district will also lean on our ESC and the State Support Team partners for advice and expertise.

Question #5d: Please provide a description of how the LEA will monitor the school(s) receiving these funds.

The Treasurer and the Coordinator of Federal Programs will monitor the use of grant funds quarterly. The Director of Student Services, Director of Curriculum and Instruction, and the Assistant Superintendent will monitor the implementation and results of grant funded activities quarterly.

Question #6: FTEs Paid with Title I Non-Competitive, Supplemental School Improvement Funds (direct and/or contract services)

<input type="text" value="2.0"/> Academic/Data Coach	Describe Title/Position: <input type="text" value="Literacy Coaches"/>	Building(s) employed: <input type="text" value="BCD"/> <input type="text" value="Elementary"/>
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Question #7: Purchased Services- Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

Professional Development Purchased Services	
<input type="checkbox"/> Stipends	<input type="text" value="\$150,000.00"/> PD Coach

PROGRAM NARRATIVE SAMPLE

Literacy Focus Areas Questions:

Question #1: How do the chosen literacy effort(s) support the district's overall focus on literacy improvement and alignment to implementation of practices aligned with the science of reading?

The addition of literacy coaches is the next step to providing consistent literacy instruction. Our teachers have completed LETRS training and are confident with the curriculum scope and

sequence. Now they need to support to implement with fidelity. The literacy coaches will support implementation.

Question #2: How will tutoring and/or intervention programming be selected and monitored for adult implementation?

N/A- We are not funding or implementing a tutoring program. Our focus is on supporting classroom teachers to implement the ELA curriculum with fidelity and provide necessary interventions for students with disabilities.

Question #3: What training will be provided to literacy coaches and/or educators providing reading intervention?

We selected coaches who are already trained in reading intervention and have proper certification/licensure. We also ensure they are familiar with the curriculum we have selected. They will have access to the vendor if they have any questions or need additional resources.

Question #4: How will you ensure that training aligns with the science of reading and Ohio's policies for literacy instruction?

We selected an ELA curriculum vendor from DEW's approved list.