Expanding Opportunities for Each Child Grant Non-Competitive Grant



FY26 Grant Funding Guidance

August 2025





Ohio Department of Education & Workforce

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Expanding Opportunities for Each Child Non-Competitive Grant

FY26 GRANT FUNDING GUIDANCE

REVISED AUGUST 2025

This document serves as guidance for districts and community schools that implement programs with Expanding Opportunities for Each Child Non-Competitive (EOEC NC) grant funds, which live within the Comprehensive Continuous Improvement Plan (CCIP) in the **School Improvement and Support Grants** funding application.

Introduction

The EOEC NC grant funds are awarded to local educational agencies (LEAs) in Ohio that are classified as traditional school districts and community schools. Section 1003A of Every Students Succeeds Act (ESSA), which is the reauthorization of the Elementary and Secondary Education Act (ESEA), 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).

Eligibility

To receive the EOEC NC grant funds, the LEA must have at least one (1) school identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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.

Department Priorities

In alignment with the Department of Education and Workforce's (DEW) priorities, the EOEC NC 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.

See Intent and Purpose section and Appendix A for more information on the grant focus areas.

Intent and Purpose

The EOEC NC grant provides LEAs with 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).

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 new or expanded 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.

3. Implementation of new or expanded **personalized learning** opportunities that customize 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 that lead to credit attainment.

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, and pace of the curriculum to the readiness of the student. 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. **Graduation pathways** can inspire students to graduate on time and prepare for the workforce. Grant funds may support programs that enhance college and career readiness, engage diverse learners, focus on academic recovery, or create student-centered opportunities. For instance, funds can help students choose a pathway that aligns with their strengths and passions through the Competency Requirement (e.g., CCP, Career Readiness, Military Enlistment) or the Readiness Requirement (e.g., earning two diploma seals matching their goals).

See Appendix A for in-depth information about each of the five focus areas.

Programming must align with the school or LEA's One 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. LEAs must complete a grant application in the School Improvement and Support Grants application in the CCIP.

Fiscal Year 2026 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 $15,000 per identified building.

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 - FY26 BUILDING IDENTIFICATIONS AND ESTIMATED ALLOCATION AMOUNTS

Building Identification Status	Estimated State Award Year 2026 Allocation*	Number of Buildings	Estimated Total Award*
CSI	$114,969.06	136	$15,635,792.16
ATSI	$74,729.89	46	$3,437,574.94
Additional Amount for Rural	$15,000.00	16	$240,000.00

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

Example: If a LEA has one CSI building and one ATSI building, the total allocation for the LEA is $189,698.95.

Calculation: $114,969.06 (CSI) + $74,729.89 (ATSI) = **$189,698.95** (Total LEA Allocation)

Additional information on how the LEA can allocate funds among their buildings can be found in the School Allocations section below.

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 One Plan. The EOEC NC grant expenditures must be **reasonable, allowable, allocable, necessary,** and directly related to the expanded or new opportunity. 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.

Review the goals, strategies and activities identified in the school and LEA's One Plan and consider how EOEC NC 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.

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.

TABLE 2 - EOEC NC ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
Professional Development	In alignment with the Title II definition of Professional Development (PD) (ESSA Sec. 8101(42)), PD must be aligned to ongoing

Activity Category	Example(s) of Allowable Activities
	improvement strategies and should not be a stand-alone, one-day or short-term workshop. Allowable professional development must meet the following criteria: • Sustained (or part of a long-term professional development plan or school improvement plan) • Intensive • Collaborative • Job-embedded • Data-driven • Classroom-focused
Family and Community Engagement Up to 1% of the total allocation may be used for Family and Community Engagement related to EOEC-funded activities.	• Materials or supplies for meetings and activities • Materials to distribute to parents and families to notify and share results of programming funded by the EOEC NC grant such as mailers or brochures
Supplies and Equipment	• Curriculum materials, • Equipment and supplies for new or expanded coursework
Tutoring	• High-quality tutoring services **must** be selected from a provider on DEW's Approved Vendor Directory
Purchased Services from Vendors	• 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	• Exam and course fees for low-income students that are not covered by other state and federal funds
Hiring or Contracting New Positions A job description must be uploaded to the funding application	• Contract instructors • Staff needed for new or expanded course opportunities
Transportation	Transportation to/from: • Work-based learning opportunities

Activity Category	Example(s) of Allowable Activities
	• College visits • Experiential learning opportunities • Public School Choice transportation for students attending CSI schools. *By choosing this option, the LEA will allocate EOEC NC funds for transportation purposes because it will not use Title I, Part A allocation for public school choice transportation (under section 1111(d)(1)(D)(v)).*
Grant Program Administration Up to 2% of the total allocation may be used to administer the EOEC grant program.	• Costs associated with program planning and administration

Please see Appendix A for more information on allowable uses for each grant focus area.

CCIP Application Requirements

The LEA must complete the EOEC NC application, which can be found within the **School Improvement and Support Grants** 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. The EOEC NC application includes a LEA-level budget grid, budget details, program narrative, school allocations, and upload/view documents pages. Budget revisions should be implemented in accordance with Budget Revision Requirements.

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 EOEC NC 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: **Expanding Opportunities for Each Child Non-Competitive 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 EOEC NC funds. A template of the budget grid can be found here.

LEAs may allocate up to 2% of the allocation for administrative costs related to the grant. LEAs may use up to 1% of their award to fund family outreach and communication activities.

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

Budget Details questions can be found in Appendix B. Program narrative questions can be found in Appendix C. See Appendix D for an example of a completed EOEC NC Application.

PARENT AND FAMILY ENGAGEMENT

All EOEC NC grants must include a family outreach component that informs families of new or expanded 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.

ESSA Section 1003A has specific requirements for family outreach:

1. Provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child's education
2. Ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service
3. Publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.

PARTNERSHIPS

The grant application requires that grantees identify if there are external providers of direct student services, which may include one or more of the following:

- Internally at the LEA or with another LEAs
- Community college or other institution of higher education
- Non-public entities
- Community-based organizations

The LEA must also provide information on who the organization is and if the LEA is collaborating with any other entities.

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 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 EOEC NC 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 School Allocations table:

IRN	Building Name	Grade Span	School Label	Sort Order	Building Budget Amount	Students Served
123456	Building A	9-12	ATSI	1	$250,000.00	350
678901	Building B	K-5	CSI	2	$110,000.00	110
123214	Building C	6-8	TSI	3	$50,000.00	50
987654	Building D	PK		4	$0.00	0

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. New to the FY26 funding application, **DEW must provide express written approval** if an LEA chooses to not fund a CSI or ATSI identified building. Funds may only be used for grades K-12.

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. 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.

PROGRAM NARRATIVE

This section focuses on programmatic information. Some Focus Areas require additional information. Grantees should only complete this section if they have chosen the following focus areas: Advanced Coursework, Graduate Pathways and Career Pathways, Personalized Learning and Credit Recovery and Accelerated Learning. Grantees should only complete the areas that are relevant to grant-funded programming in FY26.

See Appendix C for Program Narrative Questions. See Appendix D for an example of a completed EOEC NC Application.

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. 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, EOEC NC 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 TIERS OF EVIDENCE

ESSA Level of Evidence	Description
Level 1: Strong Evidence	• 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	• 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	• 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	• 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 to the reason for identification, where applicable. If you are unsure of the reason for identification, please visit the Identification and Requirements webpage.

Grantees can use student measures and adult measures from the One Plan and revise the information to meet the requirements of the annual grant timeline.

See an example of annual student and adult outcomes in Appendix D.

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

Timeline

LEAs should submit EOEC NC grant applications in "Authorized Representative Approved" status within **30 calendar days** of fund allocation in the CCIP.

The EOEC NC 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. The EOEC NC funds are provided for FY26. The funds should be budgeted and obligated by June 30, 2026, and liquidated by September 30, 2026.

Grantees can submit Final Expenditure Reports (FERs) on July 1, 2026, 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

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. Lastly, 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 institution 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 NOT OTHERWISE AVAILABLE AT THE STUDENT'S SCHOOL

The term "career pathway" means a combination of rigorous, high-quality education and training experiences aligned with the wages and outlook information for related occupations. Career pathways align with the skill needs of industries in the state or regional economy. The career pathways program will prepare students to be in a full range of secondary or postsecondary education options. High-quality career pathways support an individual in achieving their education and career goals, as well as enabling an individual to attain a secondary school diploma and at least one industry-recognized credential. Career pathways help an individual enter and advance within a specific occupation or career field.

These pathways can be implemented as early as 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 and expand 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 which are 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, 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
- Ensure 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 NOT OTHERWISE AVAILABLE AT THE STUDENT'S SCHOOL

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, the 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 have been developed.

FOCUS AREA - CREDIT RECOVERY AND ACADEMIC ACCELERATION COURSES

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. EOEC 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 graduation requirements and in addition to the three original pathways. LEAs can expand graduation pathways utilizing EOEC 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 - Budget Details

GRANT FOCUS AREAS

Expanding Opportunities for Each Child funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through grant focus areas. Select the grant program focus below:
☐ Advanced coursework is not otherwise available at the student's school
☐ Career pathways are not otherwise available at the student's school
☐ Personalized learning
☐ Credit recovery and academic acceleration courses
☐ Graduation Pathways
These funds should support and align to local continuous improvement plans. Grantees are encouraged to visit the Expanding Opportunities for Each Child Grant website for guidance on allowable activities and resources for identifying and implementing effective grant programming.

FTEs Paid with Expanding Opportunities for Each Child Funds (direct and/or contract service)	
____ Instruction: Properly Licensed Teachers	____ Instruction: ESEA Qualified Instructional Paraprofessionals
____ Support Services: Non-Instructional	Specify Support Services Non-Instructional FTE _____
____ Governance/Administration (Please note that Governance/Administration costs cannot exceed 2 percent of the award.)	Specify Governance/Administration FTE _____
____ Family/Community (Please note that Family/Community costs cannot exceed 1 percent of the award.)	Specify Family/Community FTE _____
____ Professional Development	Specify Professional Development FTE _____

ALLOWABLE ACTIVITIES
Advanced Coursework: Funds used in this category must pay costs associated with enrollment and participation in academic courses not otherwise available at the school. - Select all that apply.
☐ New or significantly expanded advanced coursework opportunities such as AP, IB, College Credit Plus, etc.
☐ Advanced STEM or STEAM programs.

☐ Training costs and materials for staff professional development for new or significantly expanded AP, IB or College level coursework.
☐ Curriculum, equipment, and supplies to support new advanced course offerings.
☐ Additional staff for new advanced course offerings.
☐ Other: Explain
Career Pathways Options: Must lead to industry-recognized credentials established under section 123(a) of the Workforce Innovation and Opportunity Act (29 U.S.C.3102) and be aligned with the state academic standards. Uses under this category must lead to enrollment and participation in courses not otherwise available at the student's school.
☐ Additional or significantly expanded access to career pathway and technology courses.
☐ Staff for additional or significantly expanded career pathway courses.
☐ Staff training costs and materials to implement additional or significantly expanded career pathway courses.
☐ Curriculum materials, equipment, and supplies necessary for implementing additional and significantly expanded career pathway courses.
☐ Work-based learning opportunities, including training, learning plans and evaluation costs, for new or significantly expanded career pathway courses.
☐ Exam costs for state-recognized industry credentialing that are not covered by the state (see the Reimbursements for School section on Industry-Recognized Credentials).
☐ Transportation costs for career pathway and technology course-related field trips.
☐ Other: Explain
Personalized Learning Opportunities: an approach to teaching that allows teachers to provide students with a variety of ways to achieve their best work and demonstrate mastery of learning outcomes. Teachers determine the appropriate instructional approaches and academic supports aligned with individual student interests, desires, and needs. When implementing a personalized learning approach, determine the success criteria for student achievement.
☐ Competency-based learning opportunities.
☐ STEM/STEAM programming.
☐ Project-based learning and/or interdisciplinary learning.
☐ Blended learning, digital/on-line learning opportunities.

☐ Authentic learning experiences aligned to student interests (such as work-based learning, field experiences).
☐ Training costs and materials for staff professional development for personalized learning programs.
☐ Curriculum materials, equipment, and supplies needed for personalized learning opportunities.
☐ Transportation costs for personalized learning opportunities.
☐ Tutoring Services. *Please note that the procurement of tutoring services is only an allowable use of EOEC funds if the provider is on a state-approved list. The Department maintains a State-Approved Vendor Directory. Please email any questions regarding tutoring to eoecgrant@education.ohio.gov.
☐ Other: Explain
Credit recovery and academic acceleration courses that lead to a regular high school diploma.
☐ Credit recovery courses that lead to a regular high school diploma.
☐ Academic acceleration courses that lead to a regular high school diploma.
Graduation Pathways
☐ Competency requirement is demonstrated in alternative pathways for English Language Arts or Math
☐ Readiness requirement demonstrated by earning TWO diploma seals
Other activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education.
☐ Test preparation courses for AP, IB, including training of staff, curriculum materials, equipment and supplies.
☐ Exam costs for low-income students for AP, IB, College Credit Plus if not covered by the state
☐ College entrance counseling, advising to assist students in achieving their selected education and career goals, diploma, and postsecondary credentialing.
☐ Other: Explain
Public School Choice Transportation
☐ Transportation to allow a student enrolled in a Comprehensive Support and Improvement (CSI) (formerly Priority) school to transfer to another public school (which may be a community school) that has not been identified by the state as CSI. The LEA

may use EOEC funds for this purpose ONLY if it is not using a portion of its Title I, Part A allocation for public school choice transportation (under section 1111(d)(1)(D)(v)).

Expanding Opportunities for Each Child – Partner Question
Districts and community schools may choose to implement these programs on their own or may decide to work with external entities. Please select and then briefly describe what partners your district or community school intends to work with to execute the grant programming. If applicable, please also describe any collaborations with other grant programming. Check all boxes that apply:
☐ Your district or community school will implement the programs entirely with internal resources (**if this box is selected, do not select the other partner options below**).
☐ Another district or community school.
☐ An accredited community college or institution of higher education.
☐ A nonpublic entity.
☐ A community-based organization.
☐ Other: Identify the organization type _____
In the space provided below, write a short narrative describing the partners and any collaborations with other grant programming, if applicable.

PARENT AND FAMILY ENGAGEMENT
1. The outreach and delivery methods your district or community school plans to use to inform parents/guardians of each program supported with these funds. Current communication methods or structures may be used as part of this outreach, such as newsletters, listservs, paper mailings, e-learning system announcements, etc. This outreach is intended to inform parents/guardians of the availability of the programming.
2. A timeframe for outreach and delivery methods detailed above. Be sure that the timeframe allows parents/guardians adequate time to consider the expanded opportunity being offered, so they can make an informed choice.

3. The outreach and delivery methods your district or community school plans to use to publicly report the results of the programming supported by these funds in improving relevant student outcomes in a manner that is accessible to parents/guardians. Please include the timeframe for when the results reporting will occur.

BUDGET DETAILS FOR PURCHASED (CONTRACTED) SERVICES	
Purchased Services: Provide the amounts budgeted for supplemental direct student services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase. **Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. Teacher stipends for teachers and substitutes employed directly by the LEA should be budgeted in PD Salary (100) and Fringes (200).*	
Instruction Purchased Services	
____ Properly Licensed Teachers for New or Expanded Learning Opportunities	____ AP/IB/College Entrance Exams
____ Costs for Industry Credentialing	____ Post-Secondary/College Credit Plus Courses
____ Instructional Materials	____ Equipment/Hardware
____ Software/License	____ Other Purchased Services
Other Purchased Services: Description	_____
Support Services Purchased Services	
____ Counseling/Guidance	____ Software/License
____ Guidance/Counseling Materials, Supplies	____ Equipment/Hardware
____ Other Purchased Services	Other Purchased Services: Description _____
Governance Purchased Services	
____ Program Director/Coordinator	____ Other Purchased Services
Other Purchased Services: Description	_____
Professional Development Purchased Services	

____ Coach for Staff to Implement Personalized Learning Programs	____ Consultant that Supports Implementation of Personalized Learning Programs
____ Training Costs/Software/Licenses for PD	____ Substitute Teachers* (PD)
____ Travel Mileage/Meeting Expense	____ Stipends*
____ Other Purchased Services	Other Purchased Services: Description _____
* Purchased Service Substitute Teachers and Stipends are intended for staff contracted from a third-party provider such as an ESC. It is recommended that teacher stipends and substitutes employed directly by the district should be budgeted in PD Salary (100) and Fringe Benefits (200)	
Family Community Purchased Services	
____ Parent Outreach Materials	____ Printing
____ Mailing/Postage	____ Other Purchased Services
Other Purchased Services: Description	_____
Transportation Purchased Services	
____ Work-Based Learning Experiences	____ Career Pathways
____ College Visits	____ Personalized Learning Opportunities
____ Public School Choice Transportation for Students Attending CSI Schools	____ Other Purchased Services
Other Purchased Services: Description	_____

SUPPLIES AND CAPITAL OUTLAY
Briefly describe purchases budgeted in Supplies (500) and Capital Outlay (600), including Instruction, Support Services, PD, and Family/Community Engagement.
a. Supplies - Provide an explanation of how grant funds are being spent on supplies.
b. Capital Outlay - Provide an explanation that outlines how the funds are being spent for capital outlay.

PROGRAM MONITORING

Provide a description of how direct student services funded by this grant will be monitored. Include a description of how adult implementation, student outcomes, quality of services (including services provided by partners) will be collected and analyzed throughout the fiscal year.

ALIGNMENT WITH THE ONE PLAN AND ONE NEEDS ASSESSMENT
1. 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
2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with these funds (supplement, not supplant).

ASSURANCES
The LEA must meet several requirements of section 1003A 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. Lastly, 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 are 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 institution 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)).

☐ I certify that I have read these assurances and will operate the Expanded Opportunities for Each Child grant in accordance with program requirements under SEC. 1003A. Direct Student Services ESEA. I have been authorized by the local educational agency/ community school to certify these assurances and to apply for funds under the Expanded Opportunities for Each Child grant on its behalf.

Appendix C – Program Narrative

Grantees must complete the sections for all focus areas where funding will be used. The answers must be completed for each ***building*** that is utilizing Expanding Opportunities for Each Child grant funds. ***Please specify building names and provide information and responses for all eligible buildings that will be utilizing these focus areas.***

Advanced Coursework Focus Area Questions

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

Graduate Pathways and Career Pathways Focus Area Questions

1.	How does the proposed strategy align with or enhance the school or district 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, implementation and/or program evaluation?
3.	Describe the criteria used to select the evidence-based practices, programming, or direct student support.
4.	Identify any staff professional development requirements that will be required for program implementation.

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.

Appendix D – Sample: Completed Application Questions

SAMPLE BUDGET DETAILS SECTION

FOCUS AREA QUESTION (SELECT ALL THAT APPLY): (One option must be selected)

Expanding Opportunities for Each Child funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through grant focus areas. Select the grant program focus below:
☒ Advanced coursework not otherwise available at the student's school

ALLOWABLE ACTIVITIES QUESTION

Advanced Coursework: Funds used in this category must pay costs associated with enrollment and participation in academic courses not otherwise available at the school. - Select all that apply.
☒ New or significantly expanded advanced coursework opportunities such as AP, IB, College Credit Plus, etc.

Public School Choice Transportation Question

☐ Transportation to allow a student enrolled in a Comprehensive Support and Improvement (CSI) (formerly Priority) school to transfer to another public school (which may be a community school) that has not been identified by the state as CSI. The LEA may use EOEC funds for this purpose ONLY if it is not using a portion

of its Title I, Part A allocation for public school choice transportation (under section 1111(d)(1)(D)(v)).

PARTNER QUESTION

Districts and community schools may choose to implement these programs on their own or may decide to work with external entities. Please select and then briefly describe what partners your district or community school intends to work with to execute the grant programming. If applicable, please also describe any collaborations with other grant programming. Check all boxes that apply:

☒ Other: Identify the organization type

In the space provided below, write a short narrative describing the partners and any collaborations with other grant programming, if applicable.

The partnership that ABC District has with College Board was established in 2015 when the district first offered AP courses. The strategic partnership is aimed at enhancing educational outcomes and providing students with greater opportunities for academic success. It was selected based on its proven track record of delivering high-quality educational programs and resources that align with the district's goals and objectives. This selection process involved a thorough evaluation of potential partners, considering factors such as expertise, reputation, resources available to staff and families and the ability to meet the district's specific needs. Programming is reviewed annually through AP test scores and teacher and student feedback surveys.

PARENT AND FAMILY ENGAGEMENT QUESTIONS

1. The outreach and delivery methods your district or community school plans to use to inform parents/guardians of each program supported with these funds. Current communication methods or structures may be used as part of this outreach, such as newsletters, listservs, paper mailings, e-learning system announcements, etc. This outreach is intended to inform parents/guardians of the availability of the programming.

Back-to-school newsletter and principal letter will be sent out 2 weeks prior to the school year and it will outline the new offerings for the year. We will also share the information at the Title I Open House and during the first Board meeting of the school year.

2. A timeframe for outreach and delivery methods detailed above. Be sure that the timeframe allows parents/guardians adequate time to consider the expanded opportunity being offered, so they can make an informed choice.

Emails will also be sent to parents of students who indicated their interest in the new AP course during the previous school year. These emails will be sent out during the same timeframe as the back-to-school newsletter. It will also go out again 1 week prior to the deadline for student schedule changes.

3. The outreach and delivery methods your district or community school plans to use to publicly report the results of the programming supported by these funds in improving relevant student outcomes in a manner that is accessible to parents/guardians. Please include the timeframe for when the results reporting will occur.

Outcomes such as students enrolled and estimated outcomes on AP exams will be shared in the end-of-year newsletter, principal end of year letter and posted on the school website. The estimated delivery timeline is during the last month of the school year.

PROGRAM MONITORING QUESTION

Provide a description of how direct student services funded by this grant will be monitored. Include a description of how adult implementation, student outcomes, quality of services (including services provided by partners) will be collected and analyzed throughout the fiscal year.

The AP Biology course involves developing a curriculum aligned with College Board standards, training teachers, and supporting students throughout the year. Benchmarks include student enrollment, attendance, and performance on assessments, with goals of improved AP exam scores and college readiness. This data will be collected monthly, quarterly, and annually at BLTs and TBTs. It will be analyzed to measure progress and inform adjustments to the course.

Anticipated Student Outcome: By June 2026, 10 SWD will be enrolled in and earn credit for new AP Biology course

Anticipated Adult Outcome: By June 2026, one additional staff member will receive PD and will prepare to teach additional section of AP Biology course for following school year.

ANNUAL OUTCOME TIPS: Outcomes should be relevant to student and adult outcomes identified in the One Plan. They can be taken directly from the LEA or Building One Plan and tailored to the grant year (July 1, 2025 - June 30, 2026). It is recommended that outcomes should be in a SMART format (Specific, Measurable, Achievable, Relevant and Time-Bound)

ALIGNMENT WITH THE ONE PLAN AND ONE NEEDS ASSESSMENT QUESTIONS

1. 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.

LEA One Plan – Goal #2, Strategy #3 Graduation

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

ABC District will braid funding to support this program including other federal, state, and local funds. Based on the results of the District and School's comprehensive needs assessments, federal funds will be strategically allocated to enhance core instructional offerings, professional development opportunities and support services. Non-federal resources will be distributed using the District's Title-I neutral methodology based on staffing and supplies.

SAMPLE PROGRAM NARRATIVE SECTION

ADVANCED COURSEWORK FOCUS AREA QUESTIONS

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

Student survey data from previous school year that gauge interest in additional advanced coursework, student interest data from incoming 9th grade class, teacher feedback from those that currently teach AP classes, and enrollment data across all AP classes offered at ABC High School.