FY2027 Title I Non-Competitive Supplemental School Improvement



Grant Funding Guidance

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Ohio Department of Education & Workforce

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Title I Non-Competitive Supplemental School Improvement Grant

FY2027 GRANT FUNDING GUIDANCE

This document serves as guidance for districts and community schools that implement improvement plans using Title I Non-Competitive Supplemental School Improvement (TI NC SSI) funds, which live within the One Funding Application (OFA).

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 Students Succeeds Act (ESSA), 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 (Department) allocates FY2027 funds using a formula, rather than a competitive process, to eligible LEAs with schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Eligibility

To receive the Title I Non-Competitive Supplemental School Improvement funds, an LEA must have at least one (1) school identified as CSI, ATSI, or TSI based on federal accountability criteria and data based on the 2024-25 report card. Schools received notice of their updated identification status in February 2026.

Intent and Purpose

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

Fiscal Year 2027 Calculation

CSI, ATSI and TSI buildings receive formula allocations based on the total number of schools in each identification category. If an LEA has more than one building, the total LEA amount is calculated based on the number of CSI, ATSI and/or TSI buildings within the LEA. The total allocation amount is awarded at the LEA level. LEAs with more than one identified building are responsible for budgeting funds among their identified buildings.

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

TABLE 1 - FY27 BUILDING IDENTIFICATION AND ALLOCATION AMOUNTS

Building Identification Status	State Award Year 2027 Allocation*	Number of Buildings	Total Award*
CSI	$150,000.00	228	$34,200,000.00
Rural CSI	$165,000.00	17	$2,805,000.00
ATSI	$125,000.00	116	$14,500,000.00
Rural ATSI	$140,000.00	17	$2,380,000.00
TSI	$100,000.00	56	$5,600,000.00
Rural TSI	$115,000.00	9	$1,035,000.00

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

LEAs may request to redistribute the funds to the identified buildings with the greatest need or to those buildings that require additional funds to accomplish activities aligned to their LEA and/or building One Plan. **NOTE:** If a LEA requests to adjust the allocated funds among the identified buildings, the funding application will require an explanation as to why a LEA has determined that the adjustment is necessary. The Department must provide express written approval of an LEA funding adjustment to a CSI, ATSI, or TSI identified building. Funds must be allocated to all identified CSI, ATSI, or TSI buildings.

ESSA prioritizes a focused approach to improvement in rural, low-income areas. As such, LEAs identified as “rural” or typology 1 or 2, per Ohio’s district typology receive an additional allocation to be determined, once FY27 allocation amounts are confirmed, 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 Level 1 only. **ESSA Levels 2- 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. The aligned One Plan strategy must have **Level 1 listed.** If Level 1 is not listed, the application will not be approved until this is updated, and the One Plan is re-submitted. **Be aware that the One Plan is set to default ESSA Evidence Level 4**. Please check the ESSA Evidence Level for strategies before you submit to ensure the application includes acceptable strategies.

Please note: ESSA Level 2 instructional strategies and/or diagnostics can only be funded if the strategy was funded in FY26 and the LEA has evidence to confirm student growth occurred during the FY26 academic year. For example, if an LEA used FY26 TI SSI funds to purchase i-Ready and has data to show students made growth during the 2025-2026 academic year then continued funding during FY27 is allowable. The allowability of these resources in future fiscal years is dependent upon any revisions made to the DEW Approved Diagnostic List.

Please refer to the DEW Approved Diagnostics List to confirm allowability.

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 Level 1.** The following chart defines the four ESSA tiers of evidence. When considering grant activities, ESSA evidence-based databases such as the 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 level 1 evidence only. **Levels 2, 3 and 4 cannot be approved.**

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

Table 3 ESSA Level 1 Description

More information about the ESSA Levels of Evidence can be found here.

All grant expenditure(s) must be **reasonable, allowable, allocable, and necessary**. All expenditures must also align to the intent and purpose of the grant. We recommend using a commonsense approach when making obligations and expenditure decisions. Charts below provide examples of allowable and unallowable uses of funds.

The TI NC SSI funds are allocated for the support of high-quality, sustainable school improvement activities and must focus on strategies that will increase literacy and/or mathematics achievement of students enrolled in 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.

Please 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/or community school sponsor to assist with improvement planning and identifying grant-related activities.

FY27 TI NC SSI GRANT ALLOWABLE ACTIVITIES

Activity Category	Example(s) of Allowable Activities
Category 1: Evidence-Based Instructional Coaching for ELA and Mathematics	Instructional Coaching for ELA and/or Mathematics must be planned at the time the application is submitted. Applications without a confirmed coaching provider will not be approved. All literacy coaching must be aligned to the Ohio Model for Instructional Coaching for Literacy • **Literacy coaches must have completed the required science of reading professional learning modules *AND* completed *one* of the following:** ○ Completed LETRS Training 1 and 2 ○ Completed Associate Level Orton-Gillingham Training ○ **Reading endorsement:** A reading endorsement for PreK-12 and appears on a teacher's certificate or license as #059902. No other endorsements fulfill this requirement. ○ **Master's or Doctoral degree in reading:** The degree must contain the words "reading" or "literacy" in the degree name or on the transcript as the major area of study, specialization or concentration. ○ **Received a passing score on the reading instruction test:** This test is aligned to Ohio's Reading Competencies. Passing this test does not result in a reading endorsement and does not replace the Praxis 5205 for teachers who were issued licenses before July 1, 2017. Find more information on the Foundations of

Activity Category	Example(s) of Allowable Activities

	Reading Test. Foundations of Reading Exam | State Board of Education
	• **Math coaches must have:**
	  ○ Mathematics license in the grade band they are coaching.
	  ○ At least 3-5 years teaching experience.

Category 2: High-Quality Instructional Materials *(Supplemental Tier 2/Tier 3)*	The purchase and implementation of evidence-based high-quality supplemental (Tier 2/Tier 3) instructional materials to increase student learning. This strategy may include any related high-quality professional learning and/or curriculum-based professional learning for educators provided by the vendor.
	• **Mathematics:** Purchase and implementation of mathematics Tier 2/Tier 3 materials.
	  ○ 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.
	• **Literacy:** Purchase and implementation of Literacy Tier 2/Tier 3 HQIM materials included on the DEW approved list.
	  ○ All literacy HQIM must be approved by the Department before it can be purchased and implemented. TI NC SSI can only fund supplemental, instructional intervention materials for students focused on improving literacy though the science of reading, including the selection and use of Department approved high-quality instructional materials for reading intervention. The approved list of intervention materials is linked here.

Activity Category	Example(s) of Allowable Activities
Category 3: High-Dosage Tutoring	**High-Dosage Tutoring:** In-school tutoring should be prioritized three (3) days per week. Tutoring should focus on ELA and mathematics acceleration and provide students with appropriate support to access grade-level content. • Required to select a tutoring vendor from the High-Quality Tutoring Provider Vendor Directory • Summer school courses and supplemental academic instruction focused on ELA and mathematics. • Interventions to address learning loss such as tailored acceleration, and summer bridge programs (outside of core instruction) • Mathematics Tutoring for K-8 is highly recommended to be acquired through Zearn. https://about.zearn.org/ohio
Category 4: Supplemental Instruction: Literacy	Supplemental support teacher(s) to provide instructional intervention for students focused on improving literacy though the science of reading. Must be a licensed teacher, must have completed the Department approved science of reading professional learning modules ***AND*** **completed** ***one of the following:*** • Completed LETRS Training 1 and 2 • Completed Associate Level Orton-Gillingham Training • **Reading endorsement:** A reading endorsement for PreK-12 and appears on a teacher's certificate or license as #059902. No other endorsements fulfill this requirement. • **Master's or Doctoral degree in reading:** The degree must contain the words "reading" or "literacy" in the degree name or on the transcript as the major area of study, specialization or concentration. • **Received a passing score on the reading instruction test:** This test is aligned to Ohio's Reading Competencies. Passing this test does not result in a reading endorsement and does not replace the Praxis 5205 for teachers who were issued licenses before July 1, 2017. Find more information on the Foundations of Reading Test. Foundations of Reading Exam | State Board of Education • **Instructional Paraprofessional.** Must meet Title I paraprofessional requirements.

Activity Category	Example(s) of Allowable Activities
Category 5: Supplemental Instruction: Mathematics	• Ohio's Plan for K-12 Mathematics • Providing instructional intervention for students focused on improving proficiency in mathematics. • Licensed mathematics teacher or specialist • **Instructional Paraprofessional.** Must meet Title I paraprofessional requirements.
Category 6: Data Analysis	• Purchase data analysis, professional coaching to improve data analysis skills that guide implementation of appropriate ELA and Mathematics interventions to the lowest performing students.

Table 1 TI NC SSI Grant Allowable Activities

Note: Any funded position(s) **requires** an uploaded job description. The job description must include an explanation of responsibilities and qualifications. If a position does not have an aligned license, applicants will be required to provide a resume and proof of qualifications.

GRANT-FUNDED POSITIONS

Grant-funded positions must be monitored and have established outcomes. This includes both LEA positions and external contracted positions.

- Grant funded positions must be supplemental positions. **TI NC SSI cannot fund core instruction or administrative positions.**
- An uploaded job description is required for any grant funded position. The job description must include an explanation of responsibilities, a list of qualifications including level of education, licensure (where applicable), years of experience and who the position reports to. If the position does not require a state-issued license, evidence of the qualifications of the person filling the grant-funded position may be required.
- A time and effort log or a schedule for the person hired with grant funds: tracking the person's time percentage and outcomes by building **and** by grant is required to be maintained by the grantee.

THE FOLLOWING ACTIVITIES ARE NOT ALLOWABLE USES OF TITLE I NC SSI FUNDS:

- Supplement, not supplant – grant funded activities must be above and beyond what's required under state law or state funded initiatives such as:
  - PBIS Training and Implementation
  - Student Cell Phones in School Ban
  - Special Education requirements
  - Science of Reading requirements
  - Tier 1 diagnostic assessment requirements
- **Personnel Expenses: The following positions are not authorized to be funded with TI NC SSI.**

- **Core administration:** Superintendent, Principal, Vice-Principal, Treasurer, Registrar/Recruiter, Secretarial/Administrative Assistant, Curriculum Director, and Director of Teaching and Learning
- **Core Instructional Staff:** Core classroom teacher of record, Intervention Specialist necessary to meet case load requirements. Science, Social Studies, Fine Arts, Physical Education, and Foreign Language teachers.
- **Support Staff:** School Nurse, Guidance Counselor, School Psychologist, and security positions.

- **Curriculum Materials and Supplies:**
  - Tier 1 core curriculum materials and supplies
  - Curriculum mapping and alignment
  - Games (instructional or non-instructional)
  - Using more than 30% of funds for supplies
  - Purchasing of incentives/prizes for students (outside of the Title I Guidelines)
  - Food
  - Alcoholic Beverages
  - Awards such as medals, plaques, trophies and certificates
  - Commencement and convocation costs
  - Consumable items for standard classroom operations (paper, CO2 cartridges, batteries, toner, food, 3D printer cartridges, varnish, drill bits, plants, potting soil), instructional aids, uniforms, jump drives, tools or other items to be retained by students.
  - Textbooks for existing courses
- **Capital Expenses:**
  - Vehicle purchases and transportation
  - Capital expenses such as land for a building, building repair or renovation
  - Capital expenditures (building construction, modification includes plumbing, electrical wiring, heating, cooling systems and more) or land purchases
  - Classroom furniture
  - General storage such as files and cabinets
  - Vehicles such as vans, trucks, buses, airplanes, boats, golf carts, snow mobiles, tractors, motorcycles, all-terrain vehicles
  - Equipment such as printers, copiers, and scanners
- **Other Expenses:**
  - Chromebooks, Smartboards, iPads and other electronic devices
  - Contributions and donations
  - Individual dues/memberships to professional organizations or societies
  - Gifts, door prizes
  - Insurance
  - Interest and other financial costs
  - Meals, banquets, tickets to sporting events, entertainment
  - Promotional materials, such as t-shirts, hoodies, pens, cups, key chains or other items of personal property

- Student expenses/direct assistance to students (tuition, fees, insurance, other expenses)
- Tuition costs, university and distance learning fees
- Facility rental costs
- Purchases made outside the Period of Availability (July 1-June 30)

School Improvement Grants Project Cash Request (PCR) Policy

The Office of School and District Improvement (OSDI) is responsible for ensuring LEAs that receive School Improvement Grants, specifically the Title I Non-Competitive Supplemental School Improvement (TI NC SSI) grant are expending grant funds in alignment with their grant application. The following outlines the process for when a discrepancy is identified during the Project Cash Request (PCR) submission and reimbursement process.

OSDI randomly reviews Project Cash Requests (PCRs) for the TI NC SSI grant throughout the fiscal year to ensure grant funds are being used for allowable activities and that the expenditures are aligned with the approved grant application. OSDI reserves the right to terminate PCR auto-approval capability, particularly if a discrepancy is identified in the PCR submission.

PCR REVIEW PROCESS

If a discrepancy is identified, the approval process for PCR submissions may include the following requirements:

- Review of PCR submissions to ensure alignment with budget grid, allowable activities, and approved application.
- Turning off the PCR auto-approval for the listed schools.
- Requiring a Detailed Financial Report (DFR) for each PCR submission. More information on the DFR requirements can be found in the next section.
- Reviewing the PCR along with the DFR before granting approval.

DETAILED FINANCIAL REPORT (DFR) REQUIREMENTS

Grantees must submit a Detailed Financial Report (DFR) if a discrepancy is identified during the random PCR review. The DFR must include:

- A breakdown of all grant-funded expenditures including, and not limited to, fund, object and function codes, vendor names, description of expenses, purchase order dates, payment dates, and amounts paid.
- Examples of documentation supporting each expenditure can be found HERE
- Justifications for how each expenditure aligns with the approved grant objectives.

REVIEW AND APPROVAL

OSDI reserves the right to review all PCR submissions before they are approved for reimbursement by the Office of Grants Administration. This review process is crucial to ensure that all expenditures are appropriate and aligned with the grant's objectives.
Our goal is to maintain the integrity of the grant process and ensure that all funds are used effectively to achieve the intended improvements in our schools.

Year-To-Year Grant Implementation Expectations

Title I NC SSI is allocated annually. However, local educational agencies (LEAs) can expect to receive the grant funds for up to three years, unless the identified building exits the federal identification status. As a result, there is an expectation that LEAs will build on and align grant activities to outcomes from the previous school year.

For example: If an LEA is purchasing supplemental HQIM intervention materials, then a three-year plan for the TI NC SSI grant could look like the following:

- **Year One (FY2025):** The LEA purchases $50,000 in HQIM for Literacy and $50,000 in training/professional development to ensure fidelity of implementation.
- **Year Two (FY2026):** The LEA progresses to fund coaching and evaluation of implementation.
- **Year Three (FY2027):** The LEA progresses to evaluating the impact of the materials and curriculum, recalibrating the training and coaching provided, and continue to support implementation.

The following implementation model may assist schools and LEAs plan improvement strategies over time.

Figure 1 Stages of Implementation



STAGES OF IMPLEMENTATION

Figure 1. Stages of Implementation *(Adapted from Fixsen et al., 2005, 2009)*

- **Exploration and Adoption:** Assess needs, resources, and readiness for implementation.
- **Program Installation:** Create the necessary infrastructure and supports, including initial training.
- **Initial Implementation:** Begin using the new materials/strategies, with aligned professional learning and coaching support.
- **Full Implementation:** Ensure materials/strategies are being used consistently and effectively, with ongoing professional learning and coaching support.

- **Innovation:** Refine practices; differentiate and improve alignment with ongoing professional learning and coaching support.
- **Sustainability:** Ensure that materials and practices are being optimally implemented with ongoing professional learning and coaching support. Consider the needs of new and veteran educators.

SELECTING INSTRUCTIONAL MATERIALS AND EVIDENCE-BASED PRACTICES

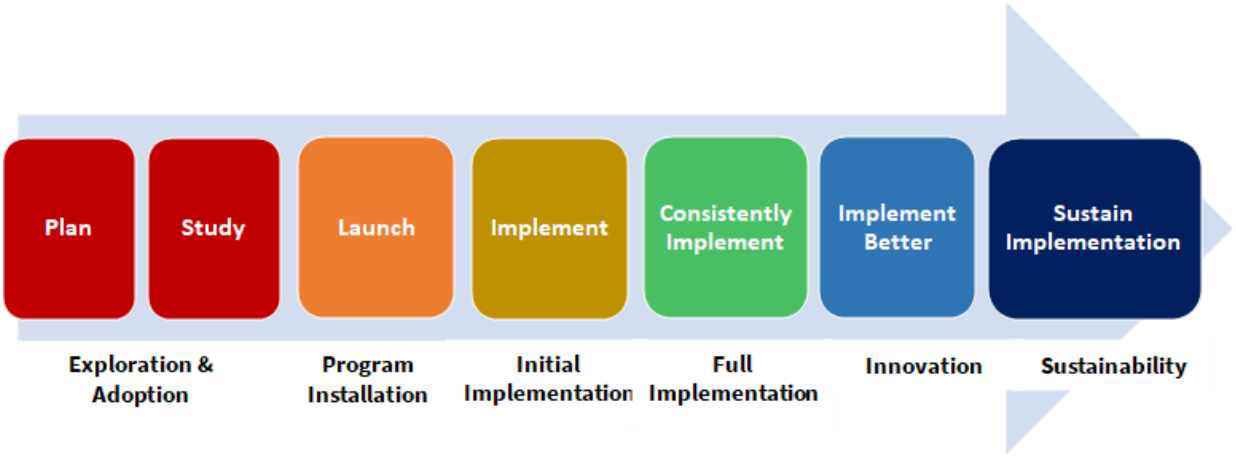


Figure 2 Plan, Study. launch Implementation Model

PLAN: During the first part of the exploration/adoption stage, planning involves creating a clear roadmap for the selection and implementation of high-quality instructional materials and/or evidence-based practices.

STUDY: During the second part of the exploration/adoption stage, studying involves evaluating and researching high-quality instructional materials and/or evidence-based practices.

LAUNCH: During the installation stage, launching involves introducing and disseminating high-quality instructional materials and/or evidence-based practices.

IMPLEMENT: During the initial implementation stage, implementing involves beginning to put high-quality instructional materials and evidence-based practices into use.

- During the full implementation stage, the goal is to achieve widespread, consistent implementation.
- During the innovation stage, the goal is to implement better, using data to support differentiation.
- During the sustainability stage, the goal is to sustain high-quality implementation over time.

Additional implementation information for improving literacy outcomes can be found in Ohio's Plan to Raise Literacy Achievement.

ALIGNMENT TO OHIO'S INTEGRATED MULTI-TIERED SYSTEM OF SUPPORTS (IMTSS)

The Ohio Integrated Multi-Tiered System of Supports (IMTSS) is an important tool to inform grant planning and implementation throughout the grant life cycle. Specific guidance about using the IMTSS framework can be found on the webpage linked HERE.

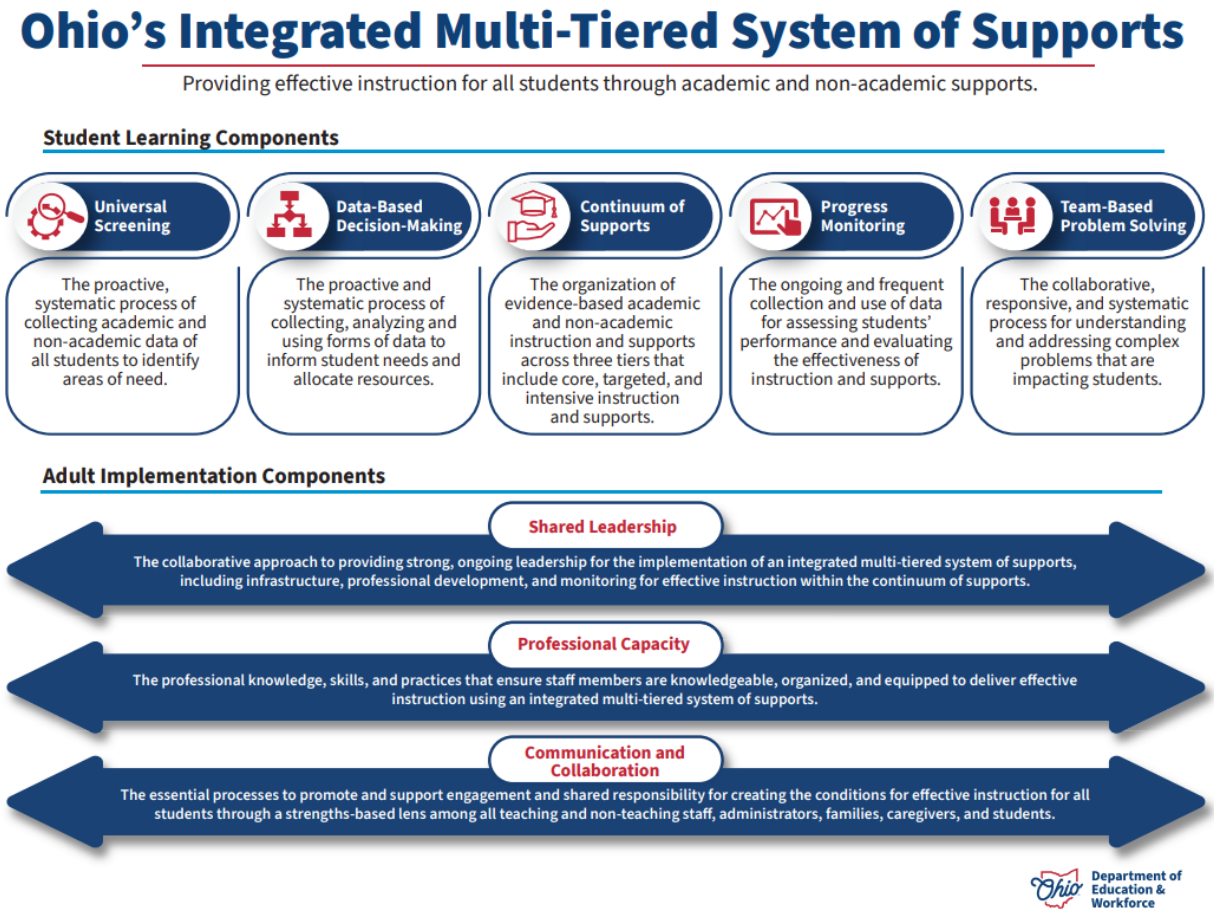


Figure 3 Ohio's Integrated Multi-Tiered System of Supports

One Funding Application (OFA) Requirements

While the funding is allocated at the LEA level, funds must be spent at the identified building level (see Allowable Activities section for additional information). Districts and community schools must complete the Title I Non-Competitive Supplemental School Improvement application titled **School Improvement and Support Grants** in the **One Funding Application**. (At this time, we anticipate this grant will utilize the One Funding Application rather than the CCIP system.) The TI NC SSI application includes an LEA-level budget grid, budget narrative, application questions, and school allocations pages. Budget revisions should be implemented in accordance with Budget Revision Requirements.

ALIGNMENT TO THE ONE PLAN

In the Action Steps portion of the 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.** If another grant name is listed, the Action Step will not populate in the One Funding Application and LEAs will not be able to submit their funding application. LEAs may need to revise their One Plan for the Action Steps to populate in the One Funding Application.

BUDGET GRID

If the LEA has multiple buildings that will be receiving funds, answers must include information for **all** buildings in the grant. Funding application questions can be found in Appendix A.

LEAs with more than one identified building receiving grant funds **must** upload building-level budgets for each building that receives TI NC SSI funds. New to the FY27 application is the addition of function codes, which replace purpose codes. The budget grid will allow grantees to budget funds in alignment to the allowable uses of the grant. Some areas of the budget grid will be greyed out. This indicates that funds **may not** be budgeted in this area. A template of the budget grid can be found on the School Improvement Grants webpage.

Budget grids should align to the new format below:

BUDGET GRID TEMPLATE

(Object Codes)	100 Salaries	200 Retirement Fringe Benefits	400 Purchased Services	500 Supplies	600 Capital Outlay	800 Other	Total
(Function Codes)							
1000 Instruction	$0.00	$0.00	$0.00	$0.00			$0.00
1100 Regular Instruction							
1200 Special Instruction	$0.00	$0.00	$0.00	$0.00			$0.00
1300 Vocational Instruction							
1400 Adult/continuing Instruction	$0.00	$0.00	$0.00	$0.00			$0.00
1900 Other Instruction							
2000 Supporting Services	$0.00	$0.00	$0.00	$0.00			$0.00

2100 Support Services - Pupils	$0.00	$0.00	$0.00	$0.00			$0.00
2200 Support Services - Instructional Staff	$0.00	$0.00	$0.00	$0.00			$0.00
2400 Support Services - Administration							
2500 Fiscal Services							
2600 Support Services - Business							
2800 Support Services - Pupil Transportation	$0.00	$0.00	$0.00				$0.00
2900 Support Services - Central	$0.00	$0.00	$0.00				
2590 Indirect Costs						$0.00	$0.00
2590 Indirect Costs							$0.00
3000 Operation of Non-instructional/shared Services							
3200 Community Services							
3400 Shared Services							
3900 Other Operation of Non-instructional Services							
Total	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Table 2 FY27 Budget Grid Template

ONE FUNDING BUDGET NARRATIVE AND APPLICATION QUESTIONS

The questions in the Budget Narrative relate to figures in the Budget grid. The information provided on this page should be the total amount budgeted for each area. Only select and complete the areas that are relevant to grant-funded programming in FY2027.

The application questions focus on programmatic information. Some areas have additional information following their selection. Only select and complete the areas that are relevant to grant-funded programming in FY2027. Some areas require an explanation. See Appendix A for Example Application Questions.

GRANT DOCUMENTS

Some questions throughout the application require additional documentation to be uploaded. The Grant Documents section is where grantees can 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. Other documentation must be made available upon request from the Department.

What If the LEA Needs to Shift the Plan? How Do We Create a "PLAN B"?

Sometimes plans must change due to unforeseen circumstances. For example, what if the LEA is unable to hire a teacher(s) by September? What happens if adjustments are needed to the plan?

It is important to make a 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 is required to add a function/object code not previously budgeted and when obligations are expected to exceed the approved budgeted amount in any object/function category by more than 10%. Budget revisions must be completed when the activity is contemplated and prior to obligating funds.*" A separate Substantially Approved Date will apply to any budget revisions. You can charge obligations in accordance with the revised budget as of the revised budget's substantially approved date. 2015-005-Budget-Revision-Requirement-Guidance.pdf.aspx.

This means that a budget revision of 10% or more between function/object codes requires a History Log Note to be posted by the district or school explaining why the revision is necessary. The 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.

Monitoring and Data Collection

Grantees are **required** to identify and collect student outcomes and adult implementation data to monitor the progress of the LEA's improvement strategies. 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.

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. The analysis of student and adult outcomes can be analyzed at meetings of collaborative teams.

BUILDING LEVEL INFORMATION

The Title I Non-Competitive Supplemental School Improvement 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 receipt of the award to establish a substantially approved date. The substantially approved date is the earliest date to which obligations can be charged to the grant for allowable expenses. Unlike FY2026 when all grants were assigned a substantially approved date of July 1, 2026, the FY2027 substantially approved dates will be tied to the approval date of the grant application.

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 FY2027. They should be budgeted within the funding application in "Authorized Representative Approved" status by June 30, 2027, and liquidated by September 30, 2027.

On July 1, 2027, grantees will have access to submit Final Expenditure Report (FER) in the One Funding Application. The FER can be submitted once all outstanding obligations are finalized for an application. FERs are due no later than September 30, 2027. LEAs must spend the funds within the allocation year (FY2027). There is **no carryover** of these funds into the subsequent year (FY2028).

Please note: FERs must be submitted no later than Sept 30 of each fiscal year. If an LEA neglects to submit an FER for the previous fiscal year (FY26) the LEAs will not be allowed to draw down the current fiscal year (FY27) funds until the previous FER is submitted.

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.
- The LEA will use these funds consistent with the requirements provided in the Science of Reading legislation. ORC 3313.6028, including high quality instructional materials list Approved List of Evidence-Based Reading Intervention Programs
- The LEA ensures the use of the DEW common implementation observation tool will be used to progress monitor adult implementation as outlined in the One Plan and grant funding application.

APPENDIX A – Funding Application Questions

Budget Narrative Page

Please select one or more Title I Non-Competitive Supplemental School Improvement (TI NC SSI) grant Focus Area(s) that is aligned to the reason for identification and One Plan Goal(s). Only select Focus Area(s) that are funded with TI NC SSI grant funds.

Question 1:

Salaries/Benefits: FTEs paid with Title I Non-Competitive Supplemental School Improvement Funds (direct and/or contract services). Please upload a job description for all grant-funded positions (required).

1. **Supplemental ELA/Mathematics teachers, instructional paraprofessionals for supplemental learning that supports and does not replace core instruction, or for supplemental courses or periods within the school day.**
    - *a. Supplemental Mathematics Teacher*
    - *b. Supplemental Literacy Teacher*
    - *c. Supplemental Instructional Paraprofessional*
        - i. Building(s) Employed
        - ii. Number of FTEs
        - iii. Total Budgeted Amount for FTEs
2. **Evidence-Based Instructional Coaching**
    - *a. Instructional Literacy Coach*
    - b. *Instructional Mathematics Coach*
        - i. Building(s) Employed
        - ii. Number of FTEs
        - iii. Total Budgeted Amount for FTEs
3. **Instructional Data Analyst**
        - i. Building(s) Employed
        - ii. Number of FTEs
        - iii. Total Budgeted Amount for FTEs
4. **Stipends for HQIM Vendor Training**
        - i. Building(s) Employed
        - ii. Number of FTEs
        - iii. Total Budgeted Amount for FTEs

Question 2:

Purchased Services: Amount paid for supplemental (Tier 2 or Tier 3) services rendered by personnel who are not on the payroll of the school district, and other supplemental (Tier 2 or Tier 3) services the school district may purchase.

1. **Instructional Purchased Services**
    - ***a. Supplemental Mathematics Teacher***
    - ***b. Supplemental Literacy Teacher***
    - ***c. Supplemental Instructional Paraprofessional***

i. Building(s) Employed
ii. Number of FTEs
iii. Total Budgeted Amount for FTEs

2. **Support Services Purchased Services**
   - ***a. Instructional Data Analysis***
     i. Building(s) Employed
     ii. Number of FTEs
     iii. Total Budgeted Amount for FTEs
   - ***b. Evidence-Based Instructional Coaching Purchased Services***
     a. *Instructional Literacy Coach*
     b. *Instructional Mathematics Coach*
     i. Building(s) Employed
     ii. Number of FTEs
     iii. Total Budgeted Amount for FTEs
   - ***c. High-Quality Instructional Materials (HQIM) Vendor Training***
     i. Building(s) Employed
     ii. Number of FTEs
     iii. Total Budgeted Amount for FTEs
   - **d. Transportation** (Transportation for afterschool or summer programming for students who would otherwise be transported.)
     i. Amount Budgeted for Transportation
     ii. Describe why the transportation is needed.

Question 3:

Supplies: The recommended maximum amount budgeted for Supplies is 30% of the total allocation. Supplies must be for supplemental items (Tier 2 and/or Tier 3).

Supplies: Describe purchases in Supplies (500).

1. **Supplemental Tier 2/Tier 3 Instructional Supplies:**
   a. Describe the supplemental instructional supplies being purchased and how they support the reason for identification.
   Please note: Consumable general supplies are not an allowable expense; such as paper, pencils, notebooks.
2. **Supplemental Tier 2/Tier 3 Software/License**
   a. Describe the supplemental instructional Software/License being purchased and how they support the reason for identification.
   Please note: Software licenses can only be purchased for one year. Multi-year licenses are not allowable as TI SSI is an annual grant.
3. **Supplemental Tier 2/Tier 3 High-Quality Instructional Materials (HQIM):**
   a. Describe what supplemental instructional HQIM are being purchased and how they support the reason for identification. Please include the vendor name. For Literacy, only HQIM listed on the approved list can be selected.

Application Questions Page

Focus Area Questions:

Question 1: Please select one or more Title I Non-Competitive Supplemental School Improvement (TI NC SSI) grant focus area(s) that is aligned to the reason for identification and One Plan Goal(s). Only select Target Area(s) that are funded with TI NC SSI grant funds.

1. **Literacy Achievement:** Please select the grade band(s) the grant will fund.
    a) K-5 Grade Band
    b) 6-8 Grade Band
    c) 7-12 Grade Band
    d) 9-12 Grade Band

    a. Evidence-Based Instructional Coaching
        1. How many staff members are participating?
        2. Is the instructional coach internal or external? If the coach is an external provider, please name the organization.
        3. What is the focus of the instructional coaching and how does it align to the reason for identification and the One Plan?

    b. High-Dosage Literacy Tutors (Required selection from the Approved Ohio High-Quality Tutoring Program Vendor Directory) ONLY
        1. Which vendor has been selected?
        2. Explain when tutoring will be offered (ex. During the school day, afterschool, before school?)
        3. Explain how the tutoring program meets the high-dosage requirements. (3 days per week or 50 hours over 36 weeks).

    c. High-Quality Instructional Materials- Supplemental Literacy (Tier 2 or Tier 3) Select from the approved list ONLY
        1. How do the selected literacy materials support the LEA's overall focus on literacy improvement and alignment to implementation practices aligned with the science of reading?
        2. What supplemental Tier 2 or Tier 3 literacy materials is the building purchasing? Please name the vendor.
        3. If the building is purchasing vendor training with the HQIM. What is the timeline to provide training? How many staff are participating?
        4. What is the plan for monitoring implementation of HQIM within the 2026-2027 school year?

2. **Mathematics Achievement:** Please select the grade band(s) the grant will fund.
    a) K-5 Grade Band
    b) 6-8 Grade Band
    c) 7-12 Grade Band
    d) 9-12 Grade Band

    a. **High-Dosage Mathematics Tutors:** (Required selection from the Approved Ohio High-Quality Tutoring Program Vendor Directory)

1. Which vendor has been selected?
2. Explain when tutoring will be offered (ex. During the school day, afterschool, before school?)
3. Explain how the tutoring program meets the high-dosage requirements. (3 days per week or 50 hours over 36 weeks).

b. Evidence-Based Instructional Coaching for Mathematics

1. How many staff members are participating?
2. Is the instructional coach internal or external? If the coach is an external provider, please name the organization.
3. What is the focus of the instructional coaching and how does it align to the reason for identification and the One Plan?

c. **High-Quality Instructional Materials Supplemental (Tier 2/Tier 3) for Mathematics:**

1. What supplemental (Tier 2 or Tier 3) materials will the building(s) purchase? Please name the vendor.
2. What tool was used to review the materials for quality?
3. What is the plan for monitoring implementation? What data will be collected?
4. If the building is purchasing vendor training with the HQIM. What is the timeline to provide training within the 2026-2027 school year?
5. What are the key deadlines and timeline for implementation within the 2026-2027 school year?

Alignment with the One Plan and One Needs Assessment

Question 1: Provide 1-2 Goals and Strategies from the LEA or Building One Plan that the TI NC SSI funding is aligned to. Example: LEA One Plan - Goal #1, Strategy #2 *Assessment*

- *Goal #*
- *Strategy #*
- *Action Step #*

- *Goal #*
- *Strategy #*
- *Action Step #*

ESSA Level of Evidence

Question 1: Evidence-Based Strategy

Select and describe at least one specific evidence-based strategy that is classified as Level 1, 2, or 3 per ESSA. **ONLY LEVEL 1** ESSA Strategy is allowable

a. Level One: Strong Evidence
   - Name of Evidence-Based Strategy:
   - Please describe the Level One evidence-based strategy
   - Source of evidence:

Question 2: Explain how the ESSA level evidence-based strategies address the reason for identification and the One Plan.

Anticipated Student and Adult Outcomes

Question 1: Identify and explain at least two measurable ***student*** outcomes for this grant. These outcomes must align to the LEA's or building's One Plan and address the reason for identification. Each outcome must include progress monitoring at a monthly, trimester or quarterly rate within the 2026-2027 school year, and be in a SMART format (Specific, Measurable, Achievable, Relevant, and Time-bound).

- Student Outcome #1
- Student Outcome #2

Question 2: Identify and explain at least two ***adult*** implementation SMART goals for this grant. These outcomes must be aligned to the LEA's or building's One Plan and reason for identification. These outcomes must monitor the impact of grant funded positions and implementation of skills learned through grant funded training, at a monthly, trimester or quarterly rate within the 2026-2027 school year. Each outcome must be in a SMART goal format (Specific, Measurable, Achievable, Relevant, and Time-bound).

- Adult Implementation Outcome #1
- Adult Implementation Outcome #2

Local Educational Agency (LEA) Requirements (ESSA 1003(e) / ESEA 1111(d))

Question 1: 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.

Question 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).

Question 3: 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.

Question 4: Please provide a description of how the LEA will monitor fiscal and programmatic implementation at the school(s) receiving these funds.

Summer Extension and Period of Performance Request:
Grantees have the option to request a summer extension by completing this section of the FY27 Title I Non-Competitive Supplemental School Improvement grant application.

- Building IRNs where funding will be used (applies only to LEAs that have multiple buildings receiving grant funding).
- Description of the proposed programming.
- Brief description of how the plan aligns to the building(s) One Plan goal(s).
- A proposed budget that will be spent between 07/01/2027 and 09/30/2027.
- Time to extend period of performance between 07/01/2027-9/30/2027.

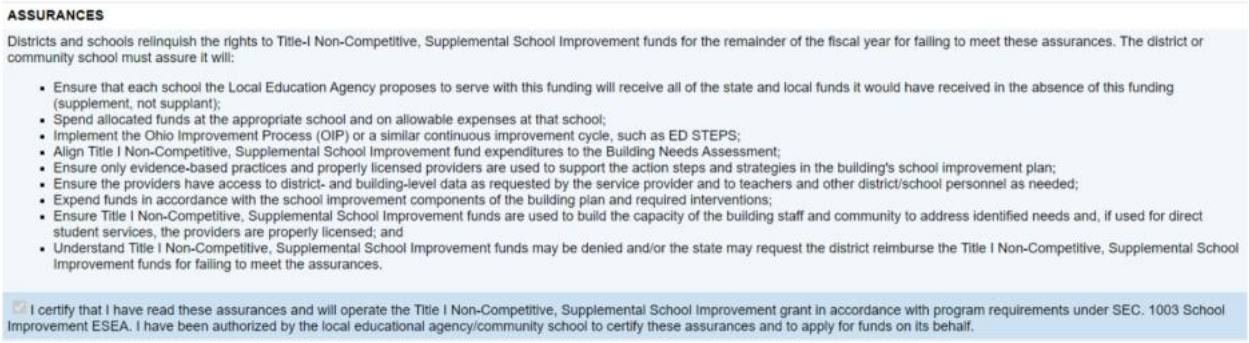
School Allocations Page

Funds for Title I Non-competitive Supplemental School Improvement Grant must be allocated to schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). These funds should be tied to a school building's improvement plan. When considering potential activities to fund with this grant. Please review the school's One Plan goals, strategies and action steps.

Please explain the justification for choosing to redistribute allocated funds to CSI, ATSI, and/or TSI schools in the school allocation ranking table, if applicable. All identified buildings must receive funding.

- Number of students served by FY27 TI SSI Grant Funds
- Cost per pupil

Grant-Specific Assurances Page



ASSURANCES

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

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

☑ 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.