

Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials



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Introduction

On behalf of [RemotEDx](#) and its partners, the Ohio Department of Education (the Department) is pleased to issue this Request for Application (RFA) to award subgrants to business advisory councils, industry sector partnerships, other regional- and state-positioned industry groups and non-profit organizations focused on education or student success to co-design proposals with schools (public, community and private) or districts for establishing supports and services that **help students earn qualifying industry-recognized credentials (see below) in a remote setting**. This RFA includes information necessary for eligible applicants to submit proposals.

Eligible applicants can submit proposals co-designed with a school, district or consortium of schools or districts for up to \$150,000 in funding. This RFA is made possible by the Coronavirus Aid, Relief and Economic Security (CARES) Act, Elementary and Secondary School Emergency Relief (ESSER) Fund. It will drive \$1 million in subgrant awards to eligible applicants who submit collaborative, innovative and impactful proposals based on a set of quality criteria.

Background

Beginning in March 2020 and extending through the conclusion of the 2019-2020 school year, Ohio's public, community and private K-12 school buildings were closed due to the coronavirus (COVID-19) pandemic. Quickly and with minimal notice, schools and districts across the state moved to engage students in remote education opportunities.

In doing so, schools and educators applied lessons learned in spring 2020 to inform how they would open at the start of the 2020-2021 school year. Guidance issued in the fall of 2020 by the Ohio Department of Health enabled schools to determine their mode of education based on county-level COVID-19-rate thresholds. Schools located in counties with high COVID-19 rates quickly adapted to offer remote, hybrid or blended learning opportunities. Schools located in counties with low COVID-19 rates could offer in-person learning opportunities as long as students, adults and educators exercised proper safety measures including distancing socially, wearing masks and washing hands.

As of Dec. 10, 2020, 29 percent of Ohio's K-12 students were experiencing a five-day in-person education model. Approximately 70 percent of students across the state were experiencing a hybrid (25 percent) or fully remote education model (44.9 percent).¹

¹ Information obtained from Ohio Department of Education's "Education Delivery Models" analysis prepared on Dec. 10, 2020.

The **RemotEDx Coordinating Council** has identified an immediate need to leverage well-positioned business advisory councils, industry sector partnerships, other regional- and state-positioned industry groups and non-profit organizations focused on education or student success to co-design proposals with schools (public, community and private) or districts for establishing supports and services that aid students in remotely earning industry-recognized credentials. This RFA, titled *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials*, is especially engineered to help meet that need.

Emergence of RemotEDx

To help schools and districts enhance, expand and more effectively scale high-quality remote, hybrid and blended education experiences, the Department worked closely with educators and key stakeholders to co-design and launch [RemotEDx](#). RemotEDx aims to achieve the following:

- Short-term, it coordinates a wide range of remote education partners, from Educational Service Centers to non-profit organizations, to help schools and districts address immediate remote education needs.
- Mid-term, it strives to transform remote caring, teaching and learning opportunities in ways that ensure [whole child wellness](#) and success in a remote setting.
- Long-term, it endeavors to reimagine how to plan and deliver instruction using a platform that transfers learning from in-person to a fully remote, hybrid or blended (which incorporates both in-person and remote education) model instantaneously and in a way that preserves the sequence of learning.

This RFA is being offered through the RemotEDx partnership. RemotEDx consists of the following components, which work together toward meeting the short-, mid- and long-term aims:

- **Connectivity Champions:** Boots-on-the ground assistance to help schools overcome internet connectivity and device barriers that limit remote, hybrid and blended education experiences.
- **The Exchange:** Showcase for high-quality remote education platforms; standards-aligned instructional materials and curricula; and use-case scenarios and professional learning supports for remote, hybrid and blended education.
- **Support Squad:** Solutions-focused educational support and high-quality professional learning opportunities for remote, hybrid and blended education approaches for educators faced with providing instruction in remote environments.
- **Network and Learning Academy:** Bringing all partners together through a learning community and supporting them through a professional learning academy.

RemotEDx is overseen by a Coordinating Council that informs the work of the public-private partnership. Please visit [About RemotEDx \(infohio.org\)](#) to learn more.

RFA Information

Application Assistance and Timeline

The Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials RFA window opens the week of Jan. 4, 2021 and closes Feb. 12, 2021.

Depending on the number of applications submitted, winning applicants (referred to as *subgrantees* in this RFA) should begin to receive notices of grant awards by March 12, 2021. Grant funds will be available beginning March 26, 2021.

Pursuant to federal requirements, this is a reimbursement grant made possible by the CARES Act, ESSER Fund. Subgrantees will be reimbursed for allowable expenditures based on submitted proposals, plans and corresponding budgets. Expenditures must be incurred by June 30, 2022. If awarded funds are not used by Sept. 30, 2022, the Department reserves the right to request that subgrantees forfeit the balance of awarded funds.

The Department will provide timely information and assistance to eligible applicants who apply for the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials*. Assistance for eligible applicants may include development of a “frequently asked questions” document, videoconferencing, webinars and conference calls. Applicants may request assistance throughout the application period.

Funding Details

Approximately \$1 million is available to award subgrants to business advisory councils, industry sector partnerships, other regional- and state-positioned industry groups and non-profit organizations focused on education or student success. Developed in partnership with the RemotEDx Coordinating Council, this RFA seeks to support eligible applicants who are well positioned—through an existing or newly established partnership with a public, community or private school, district or consortium of schools or districts—to support and provide services that aid students in remotely earning industry-recognized credentials from the Eligible List of Industry-Recognized Credentials section of this RFA.

Eligible applicants may request up to \$150,000 to fund projects that address one or more of the competitive priorities outlined in the *Competitive Priorities* section of this RFA. Supports and services provided through the competitive priorities must aid students in remotely earning qualifying industry-recognized credentials from the *Eligible List of Industry-Recognized Credentials* section of this RFA.

Eligible Applicants and Lead Applicants

Partnership-based approaches to the identified grant priorities are key. The *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* are meant to fund co-designed plans on behalf of the below identified eligible applicants.

An important partner to identify throughout the planning process is the lead applicant. Lead applicants should be an entity that has or is eligible to receive an [IRN](#) for fiscal purposes. While the eligible applicant will be named as the grant awardee, the lead applicant will be the entity in which the funds will be awarded. In some cases, the eligible applicant may not have or be eligible to receive an IRN and should name a lead applicant.

If the co-designed plan includes sub-grant or contracts with additional partners once the lead applicant has received the funds, they need to comply with [Uniform Guidance \(2 CFR 200.\)](#)

The following partners are eligible to respond to the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* RFA:

1. **Business Advisory Councils** foster cooperation among schools, businesses and the communities they serve. These business advisory councils ensure the work of educators aligns with multi-sector needs of businesses. This cooperation can make a local education system more aware of the local labor market; promote work-based experiences within businesses; and help students prepare for successful learning and employment opportunities. All Ohio school districts and Educational Service Centers are required to have a [Business Advisory Council](#).

2. **Industry sector partnerships** bring together multiple employers within an industry to collaborate with colleges, schools, labor, workforce agencies, community organizations and other community stakeholders to align training with the skills needed for that industry to grow and compete. The industry partners work together address shared economic and workforce development needs.
3. **Other regional- and state-positioned workforce and industry groups** such as professional associations and other partnerships that are formed to support industries by creating greater awareness among local educators about career opportunities in local community businesses. These groups aim to create a bridge between businesses' workforce efforts and local schools' (including institutions of higher education and K-12 school districts) education efforts.
4. **Non-profit organizations focused on education or student success** that demonstrate a relevant expertise and strong partnership with a public, community or private school, district or consortium of schools or districts. Non-profit organizations focused on education or student success could include various job training centers and other hands-on, deep learning partners who offer proven instructional techniques, strong content and instruction and can deliver effectively in a remote, hybrid or blended education setting.

The eligible applicant should be well positioned to leverage a new or existing partnership with a public, community or private school, district or consortium of schools or districts. **The eligible applicant should work closely with its identified partner(s) (including schools or districts) to co-design a proposal that contains clear objectives, activities, timelines and a budget for addressing one or more of the competitive priorities outlined in the *Competitive Priorities* section of this RFA.**

Eligible List of Industry-Recognized Credentials

The qualifying list is comprised of industry-recognized credentials from the overall approved list used for graduation. They are divided into two categories:

1. **Pandemic-proof** industry credentials are tied to occupations that are anticipated to have continued demand during and beyond the pandemic. Examples of employers with continued or increased demand include but are not limited to grocery stores, pharmacies, delivery services, transportation maintenance, manufacturing and food production, cloud-based technical and cyber security support for businesses and individuals, law enforcement and health/mental health services.
2. **Remotely earned pandemic-proof** industry credentials do not require in-person lab or work-based learning hours to earn.

Pandemic-Proof Industry-Recognized Credentials

- Allen Bradley / Rockwell Automation PLC
- AMCA Phlebotomy Technician Certification
- AMCA Clinical Medical Assistant Certification
- AMCA Patient Care Technician Certification
- American Medical Technologists (AMT) - Registered Phlebotomy Technician (RPT)
- American Medical Technologists (AMT) - Medical Assistant (RMA)
- American Medical Technologists (AMT) - Certified Medical Laboratory Technician (CMLT)
- American Society for Clinical Pathology (ASCP) - Phlebotomy Technician (PBT).
- American Society of Phlebotomy Technicians (ASPT) - Certified Phlebotomy Technician (CPT)

- American Welding Society (AWS) Certified Welder
- American Welding Society (AWS) Welder Qualification
- Automotive Service Excellence (ASE) Student Certification - Medium Heavy Truck Diesel Engines
- Automotive Service Excellence (ASE) Student Certification - Medium/Heavy Truck Inspection Maintenance & Minor Repair
- Forklift Operation
- Journeyman certification in any trade
- Manlift Operation
- Manufacturing Skill Standards Council (MSSC)-Certified Production Technician (4 modules)
- National Healthcareer Association (NHA) - Certified Patient Care Technician (CPCT)
- National Healthcareer Association (NHA) - Certified Clinical Medical Assistant
- National Institute for Automotive Service Excellence (ASE) – A1-A9 Certifications
- National Institute for Automotive Service Excellence (ASE) – T1-T8 Certifications
- NCCER Level 1 (must have NCCER Core prior to level 1)
- North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels)
- North American Technician Excellence HVAC Support Technician
- Ohio Commercial Driver's License
- Ohio Department of Health - State Tested Nurse Assistant (STNA)
- Ohio Department of Public Safety, Division of EMS - EMT – Basic
- Ohio Department of Public Safety, Division of EMS - EMT - Intermediate
- Ohio Department of Public Safety, Division of EMS - EMT - Paramedic
- Ohio Department of Rehabilitation & Correction Correctional Officer - Provisional
- Ohio State Board of Pharmacy - Certified Pharmacy Technician (CPhT) (ExCPT)
- Siemens PLC

Remotely Earned Pandemic-Proof Industry-Recognized Credentials

- Association of Public-Safety Communications Officials (APCO) Emergency Medical Dispatch
- Association of Public-Safety Communications Officials (APCO) Fire Service Communications
- Association of Public-Safety Communications Officials (APCO) Law Enforcement Communications
- Certified Pharmacy Technician (CPhT)
- Certified Information Systems Security Professional (CISSP)
- Chemical Dependency Counselor Assistant (Phase I)
- Cisco Certified Network Associate
- CompTIA Cloud +
- CompTIA Cloud Essentials
- CompTIA CYSA+
- CIW Web Security Associate
- Elder Care Certificate
- Entrepreneurship and Small Business Certification
- Hazardous Waste Operations and Emergency Response (HAZWOPER) Awareness Level
- Lean Six Sigma Black Belt Certificate
- Lean Six Sigma Green Belt Certificate
- Lean Six Sigma Yellow Belt Certificate
- National Incident Management System 700

- National Incident Management System 800
- NECC Level 1 Telecommunicator
- RISE Up Customer Service and Sales
- RISE Up Retail Industry Fundamentals
- The Business of Retail: Operations and Profit

If there is an industry-recognized credential(s) not listed above that should be considered for this program, please list the name of the credential(s) in the application. A narrative describing the justification as to why the credential is pandemic-proof must also be provided. The suggested credential(s) must be listed on the Department's [approved list of industry-recognized credentials for graduation](#).

Competitive Priorities

Grants will be awarded to eligible applicants who present the most collaborative, innovative and impactful proposals that address one or more competitive priorities. Eligible applicants should clearly make the case for and present a co-designed plan that responds to one or more of the following competitive priorities:

1. **Deploy an awareness campaign.** Eligible applicants should outline a plan to implement an awareness campaign that emphasizes the importance of high school students earning industry-recognized credentials and promotes locations credential training can be completed. Key components of the campaign should include:
 - a. Grassroots organizing/outreach that is proactive in gathering support at the local level. As a result, eligible applicants should establish a formal or informal network of supporters they can ask to act on behalf of the plan (e.g., writing letters, making phone calls and asking other to do the same). This effort should include gathering the support of community and business leaders, superintendents, teachers, parents and parent organizations, funders and policymakers. Eligible applicants should identify existing credential providers where teachers and students could receive training.
 - b. The creation of a coordinated media strategy across a variety of communication channels for the duration of the effort. For instance, the plan could involve the placement of earned and/or paid media messages on a variety of social media platforms, television, print, radio and online media outlets.
 - c. The development of collateral materials that specifically for the goals and tenants of the plan. These materials should reflect the strategy and key messages of the overall effort. These materials could include talking points, fact sheets, brochures and training materials.
 - d. A budget that details funding for each component of the plan.
2. **Provide professional learning.** Eligible applicants should provide a framework of professional learning opportunities for educators, or other key professionals (e.g. school staff or industry representatives that will assist with credential training or mentoring) identified within the partnership. The professional learning opportunities should include:
 - a. Techniques and information for quality instruction and training to assist students in earning industry-recognized credentials in a remote setting.
 - b. Training and credentialing of teachers and other identified key professionals.

- c. Free electronic guidebooks, student project templates, best practices for presenting content and links to videos or other materials provided by industry professionals that will assist teachers or other identified key professionals in delivering industry credential content remotely.
 - d. Educator training that is accessible through the [RemotEDx Exchange](#).
 - e. Use of [TechCred](#) also should be considered.
3. **Design, develop and implement creative remote learning solutions.** Eligible applicants should explain a plan for assisting students in earning qualifying credentials in a remote setting that:
- a. Provides free access to necessary equipment, tools, software and supplies for earning the industry credential(s).
 - b. Provides free access to hands-on training, videos or simulation equipment that would meet an industry credential's requirements.
 - c. Uses or compliments existing online training and makes it available in the RemotEDx Exchange.

Proposals that include the following will receive competitive preference priority:

1. **A scope of work that will accomplish all three grant priorities.**
2. **A scope of work that will reach many Ohioans.**
3. **Matching funds and in-kind donations. A recommended match (including in-kind donations) is a minimum of 10 percent of the total grant award amount requested.**

Application Components and Scoring Rubric Criteria

Eligible applicants must fully complete the following technical and quality elements to be considered for subgrant funding. These components can be completed through the application form.

Technical Elements

The following technical elements must be completed for applications to be accepted and reviewed:

1. **Eligible Applicant name and organization;**
2. **Lead Applicant name and organization** (if applicable);
3. **Mailing address** including city, state and zip code;
4. **Application contact** including position, phone number and email address;
5. **Grant manager** including phone number and email address;
6. **Type of group or organization;** and
7. **Proof of partnership** and **co-design** approach with a school or district and other organizations.

Quality Elements

The following quality elements will be reviewed by a team and scored competitively to determine subgrantee awards:

1. **Competitive Priorities:** Eligible applicants must identify the competitive priority or priorities for which they are applying.
2. **Co-Designed Plan:** Eligible applicants must respond to each of the following:

- a. Provide a justification for how the identified competitive priority or priorities will provide support and services that aid students in remotely earning qualifying industry-recognized credentials.
 - b. Explain how the partnership (among the eligible applicant, school or district and other relevant partners) has the capacity to meet the objectives identified in the co-designed plan.
 - c. Clearly describe the co-designed plan, including the identification and explanation of plan objectives and activities necessary to address the competitive priority or priorities.
 - d. Share other information that might offer additional insight into the proposed plan.
3. **Project Timeline:** Identify specific activities and milestones for successfully addressing the competitive priority or priorities and meeting proposed program objectives.
 4. **Budget Narrative:** Describe how the requested funds will be used in each of the categories listed below. Provide an itemized list of expenditures that the project expects to incur throughout the duration of the funding period. Provide information on any matching or in-kind funds or services that will be provided in support of the program objectives.
 - a. Budget categories include:
 - i. Instruction;
 - ii. Support services;
 - iii. Governance and administration;
 - iv. Professional development;
 - v. Family and community;
 - vi. Safety;
 - vii. Facilities;
 - viii. Transportation;
 - ix. Nonpublic; and
 - x. Matching or in-kind funds.
 5. **Budget Worksheet:** Complete a budget worksheet that breaks down salaries, benefits, purchased services, supplies, capital outlay and other expenditures.
 6. **Certify Grant Assurances:** The eligible applicant must sign off on the assurances for subgrantees.
 7. **Demonstrate Proof of Partnership and Co-Design:** Include a letter from each education partner (public, community or private school, district or consortium of schools or districts) and other partners that have collaborated to co-design the proposal and program plan.

Scoring Rubric Criteria

Each of the seven quality elements will be scored by a team of multiple reviewers. Components will be rated using a score of 1 to 3. Following is a description of the score ratings:

- **Score of 1 = Poorly Developed.** This score means the response is significantly incomplete, missing information or otherwise raises substantial concerns about the ability of the applicant and its partner(s) to adequately address the competitive priority or priorities.
- **Score of 2 = Adequately Developed.** This score means the response meets the established criteria, but it requires additional information, explanation or detail to fully demonstrate potential effectiveness and impact toward responding to the competitive priority or priorities.

- **Score of 3 = Well Developed.** This score means the response demonstrates the applicant's collaborative, innovative and impactful approach to responding to the competitive priority or priorities.

Proposal Review Process

The *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* competitive review process includes both technical and quality reviews of the grant application.

Technical and Quality Reviews

Department staff will conduct a technical review of each grant application for eligibility, signed partnership agreements, completeness and budget submission. Incomplete or insufficient applications may be disqualified.

Application quality elements will be reviewed and scored by a team of reviewers using the scoring rubric criteria.

Allocation of Awards

After the overall reading and scoring process has been completed, the grant award amount will be determined by the number of approved applications across competitive priorities and grant award amounts requested. Grants will be awarded based on scores resulting from the proposal review process and distribution across the competitive priorities. Grant awards may be prorated based on the application's quality review scores.

Subgrant Awards

Subgrant awards will be issued to eligible applicants who demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to the guidelines set forth in this RFA; and demonstrate a readiness to comply with reporting requirements, due dates and all applicable laws and rules.

Supporting, Evaluating and Reporting Expectations

Technical Support for Subgrantees

All subgrantees will be invited to attend a grant kickoff meeting on March 24, 2021 for important grant information.

Subgrantees also will have an opportunity to participate in the newly created RemotEDx Network and Learning Academy, which is designed to support the success of schools, districts and partners who are executing remote, hybrid and blended education opportunities.

Evaluating

The manager of the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials*, in coordination with other Department team members and RemotEDx collaborators, will monitor and provide program oversight to all subgrantees. This includes technical assistance when appropriate. Quarterly meetings will be established to support monitoring and

oversight efforts. These meetings will be coordinated with the RemotEDx Network and Learning Academy.

Subgrantees will be evaluated based on the performance criteria set forth below:

1. The extent to which the subgrantee makes progress measured against its proposed plan for supporting a public, community or private school, district or consortium of schools or districts in one or more of the competitive priorities.
2. The extent to which the subgrantee demonstrates capacity, endurance and commitment to maintain the partnership over time, and the extent to which the subgrantee fosters partnerships with partners who are equally committed to the effort.
3. The extent to which the subgrantee accomplishes the activities identified in its proposed plan and corresponding timeline.
4. The extent to which the subgrantee and its partners meet or exceed the number of students expected to be served, as indicated in the proposed plan.
5. The extent to which the subgrantee is on track to fully expend the grant award by Sept. 30, 2022.

Reporting

To evaluate subgrantee effectiveness and gauge success of the performance criteria listed above, subgrantees will be required to submit interim and final grant activities reports by Sept. 1, 2021 and Sept. 1, 2022, respectively.

The interim and final grant activities reports should address the following questions:

1. Describe progress made in executing the proposed plan and addressing the identified competitive priority or priorities.
2. Describe the condition of the subgrantee's partnership with a public, community or private school, district or consortium of schools or districts and other important partners beyond the school or district.
3. How many *teachers or other key professionals* does the program currently serve?
4. How many *students* does the program currently serve?
5. How many credentials are projected to be earned? What percent increase is this from the year prior to the grant award?
6. How many additional teachers and students are projected to be served by the program in 2021 and 2022?
7. How many industry partners are expected to be served by the newly credentialed students?
8. Is the subgrantee on track to fully expend awards by Sept. 30, 2022? Provide an explanation for any funds that have not been expended.
9. Have the planned activities taken place? If not, provide a new timeline for activities and rationale for the changed timeline.
10. Describe any significant unanticipated challenges or activities that have not been completed and any emerging issues.
11. Provide feedback for improving the process for applying, implementing or reporting on the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* program.

The Department reserves the right to request revisions for clarity or ask for additional information as necessary.

Reports will be submitted to the manager of the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* program at RemotEDxIRC@education.ohio.gov or through other designated means as identified by the Department.

Budget Information

Budgets for awarded *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* will be entered into the Department's e-grant applicant system, known as the CCIP. Subgrantees must have an Ohio Department of Education Information Retrieval Number (IRN) to access the CCIP. If a subgrantee does not already have an IRN, then it should access [the IRN Request Procedures](#) webpage and contact the appropriate data custodian by email. For example, as noted on the IRN Request Procedures webpage, a non-profit organization is categorized as a "Community Service Organization" (ORG Type Key 37) and would send an email to "OEDS Administrator" (OEDS.ContactUs@education.ohio.gov) to establish an IRN.

Use of Funds

Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials may be used to purchase materials and services that enable subgrantees to address their identified competitive priority or priorities. Examples of permitted materials and services include the following:

- Equipment;
- Software;
- Student or educator support services;
- At-home and classroom supplies necessary for training;
- Operational costs;
- Educator or other professional (as identified by the subgrantee and partners) training and credentialing;
- Curriculum and materials used for instruction; and
- Travel reimbursement (in state and at the General Services Administration rate).

Please note this is not an exhaustive list. If there is doubt about whether an expenditure is appropriate, please contact the manager of the *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* at RemotEDxIRC@education.ohio.gov.

Budget Narrative

The grant applicant will need to provide a brief description of how the requested funds will be used in the category or categories for which they are applying. Categories include:

- Instruction;
- Support services;
- Governance/administrative;
- Professional development;
- Family/community;
- Safety;
- Facilities;

- Transportation; and
- Nonpublic.

Matching and In-Kind Funds

The grant proposal should specify any matching or in-kind funds or services that will be provided in support of the competitive priority or priorities. Matching or in-kind funds are not a requirement for application but may be considered when awarding decisions.

Budget Worksheet

The grant applicant will complete a budget worksheet identifying budget amounts for each of the categories listed in the above budget narrative.

Statement of Grant Assurances

Subgrantees must abide by all [requirements and assurances](#) specified in the ESSER Fund Certification and Agreement for Funding, under the Education Stabilization Program. Subgrantees must attest to these assurances when entering their budget into the Department's e-grant applicant system, known as the CCIP.

These assurances include the following:

- The subgrantee shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 based on the unique financial circumstances of the entity.
- The subgrantee will ensure that every recipient and subrecipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission or department in the lawful exercise of its jurisdiction and authority.
- Any subgrantee receiving funding under this program will have on file with the Department a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- The subgrantee will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The subgrantee commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the subgrantee complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.

Additionally, the subgrantee should incur all expenditures by June 30, 2022. If awarded funds are not used by Sept. 30, 2022, the Department reserves the right to request that the subgrantee forfeit the balance of awarded funds.

The subgrantee also will complete its proposed work in close collaboration with its identified partner school or district.

General Management

Subgrantees are required to maintain records, including, but not limited to, invoices, purchase order requests, requisition orders and receipts, and provide the Department access to those records in the conduct of audits or for supporting budget documentation. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.

Records must be maintained for three years following submission of the final grant activities report.

Conflicts of Interest

As a non-profit or public benefit entity receiving public funds, subgrantees must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. State law regarding conflicts of interest is strict. It is the responsibility of the subgrantee to be in compliance with the [Ohio Ethics Law, ORC Chapter 102](#), ORC 3314.03 regarding conflicts of interest.

Misuse of Funds and Grant Termination

The Department may terminate the grant award upon 30 days written notice if it is determined that the subgrantee, subgrantee staff or any individuals connected with the credential program have used grant funds for personal gain, performed criminal activities or broken any of the agreed upon assurances provided in the use of the CCIP or grant specific assurances. If it is determined that any grant funds have been misused, the Department reserves the right to request the subgrantee return the full amount of awarded funds.

Equipment Inventory

Federal requirements specify that all equipment purchased under this grant must be inventoried. Equipment is any tangible, nonexpendable property having a useful life of more than one year. The subgrantee's inventory control policies and procedures should be aligned to the Auditor of State bulletins and should be made available upon request by the Department.

Subgrantees must maintain an inventory of equipment purchased with grant funds until disposition takes place. The inventory of records must include the following:

1. Description of the item, including:
 - a. A serial number or other identification number;
 - b. Funding source of the item (name of funding title/grant);
 - c. Name of holder of title;
 - d. Acquisition date;
 - e. Acquisition cost;
 - f. Percentage of state participation in the cost of the item;
 - g. Location of the item;
 - h. Use and condition of the item; and
 - i. Any ultimate disposition data including date of disposal and the sale price of the item.
2. An inventory control system and equipment maintenance procedures.
3. An ability to maintain equipment records for three years following submission of the final grant activities report. If there is an audit exception, the subgrantee must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

Application Checklist and Submission

Eligible applicants should use the following checklist to ensure their applications are complete and ready for submission and competitive review:

Technical Components Checklist

- Does the application specify the grant coordinator contact name, title, phone number and email address? Each of these items is required for grant form submission and acceptance.
- Does the applicant meet the eligibility requirements as spelled out in the “Eligible Applicants” section?
- Does the application identify at least one competitive priority?
- Does the application include all signed assurances?
- Does the application include a letter from a public, community or private school, district or consortium of schools or districts indicating proof of partnership and co-design?
- Does the application specify a total grant award amount?
- Does the application include a completed budget?

Quality Components Checklist

- Does the application effectively justify the project need based on the partner school, district or consortium of schools or districts?
- Does the application justify why the eligible applicant is strongly positioned to provide support to the partner school, district or consortium of schools or districts?
- Does the plan (submitted with the application) include a description of the program and activities that will be implemented to meet those objectives?
- Does the plan include an innovative approach to addressing the identified competitive priority or priorities?
- Does the plan include a clear and reasonable timeline for executing activities to meet the identified competitive priority or priorities?
- Does the plan identify how many students and teachers are expected to be served?
- Does the application include a budget narrative that offers a clear rationale for all identified expenditures?

Eligible applicants should complete and submit the official *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials* application to RemotEDxIRC@education.ohio.gov.

The application form can be accessed on RemotEDx site [here](#).