

Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners



Table of Contents

| | |
|---|----|
| INTRODUCTION | 3 |
| Background | 3 |
| Emergence of RemotEDx | 3 |
| RFA INFORMATION..... | 4 |
| Application Assistance and Timeline | 4 |
| Funding Details..... | 5 |
| Eligible Applicants..... | 5 |
| Competitive Priorities..... | 6 |
| APPLICATION COMPONENTS AND SCORING RUBRIC CRITERIA..... | 7 |
| Technical Elements | 7 |
| Quality Elements | 8 |
| Scoring Rubric Criteria | 9 |
| PROPOSAL REVIEW PROCESS..... | 9 |
| Technical and Quality Reviews..... | 9 |
| Allocation of Awards..... | 9 |
| Subgrant Awards | 9 |
| SUPPORTING, EVALUATING AND REPORTING EXPECTATIONS..... | 10 |
| Technical Support for Subgrantees | 10 |
| Evaluating..... | 10 |
| Reporting | 10 |
| BUDGET INFORMATION..... | 11 |
| Use of Funds..... | 11 |
| Budget Narrative | 12 |
| Matching and In-Kind Funds | 12 |
| Budget Worksheet..... | 12 |
| Statement of Grant Assurances | 12 |
| GENERAL MANAGEMENT | 13 |
| Conflicts of Interest | 13 |
| Misuse of Funds and Grant Termination | 13 |
| Equipment Inventory..... | 13 |
| APPLICATION CHECKLIST AND SUBMISSION..... | 14 |
| Technical Components Checklist..... | 14 |
| Quality Components Checklist | 14 |

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 non-profit and community-based partners to co-design proposals with schools (public, community and private) or districts to enhance, expand and scale high-quality remote, hybrid and blended education models. 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 \$1.35 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. 3, 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 (45 percent).¹

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:

The RemotEDx Coordinating Council has identified an immediate need to leverage well-positioned non-profit and community-based partners to help schools (public, community and private) or districts enhance, expand and scale high-quality remote, hybrid and blended education models. This RFA, titled *Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners*, is especially engineered to help meet that need.

¹ Information obtained from Ohio Department of Education's "Education Delivery Models" analysis prepared on Dec. 3, 2020.

- Short-term, it coordinates remote education partners 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 remote, hybrid or blended 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, job-embedded professional learning opportunities for remote, hybrid and blended education approaches.
- **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 \(info.ohio.org\)](https://info.ohio.gov/remotedx) to learn more.

RFA Information

Application Assistance and Timeline

The *Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners* RFA window opens Dec. 7, 2020 and closes at 11:59 p.m., Feb. 1, 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 Mar. 1, 2021. Grant funds should be available beginning Mar. 15, 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 Non-Profit and Community-Based Student Learning and Remote Education Partners*. 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 \$1.35 million is available to award subgrants to non-profit and community-based student learning and remote education partners. 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 help improve, enhance and enrich remote caring, teaching and learning opportunities for Ohio’s most underserved students.

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.

Eligible Applicants

The following non-profit and community-based partners are eligible to respond to the *Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners* RFA:

1. **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 museums 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.
2. **Community-based, non-profit organizations** that offer student wellness supports and demonstrate a relevant expertise and a strong partnership with a public, community or private school, district or a consortium of schools or districts.
3. **Innovative, field-initiated student learning and remote education partners** who demonstrate a track record of student success and can add value to how a public, community or private school, district or consortium of schools or districts delivers remote, hybrid or blended learning education opportunities.
4. **Children services and behavioral and mental health partners** including public child welfare agencies; alcohol, drug addiction and mental health (ADAMH) or community mental health (CMH) boards; and behavioral health service providers. This includes a board of alcohol, drug or mental health services established under Chapter 340 of Ohio Revised Code (ORC); a board of health of a city or a general health district; a county board of developmental disabilities; a county department of job and family services; or a public hospital.
5. **Non-profit organizations that represent the voices of key stakeholders** including students, parents, etc. (e.g. Ohio Parent Teacher Association and similar organizations).
6. **Business-related non-profit organizations** that demonstrate a relevant expertise and strong partnership with a public, community or private school, district or a consortium of schools or districts.
7. **Institutions of higher education** that demonstrate a relevant expertise and a strong partnership with a public, community or private school, district or consortium of schools or districts.

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 school or district partner(s) 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 next section.**

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. **Identifying, creating and implementing high-quality instruction.** Eligible applicants should outline a plan for helping educators in a public, community or private school, district or consortium of schools or districts design and implement high-quality instruction in ways that lead to deeper learning, especially in the core subjects. This includes:
 - a. Applying principles of sound instructional practices. Such proposals might:
 - i. Focus on how deep learning takes place in a remote, hybrid or blended education setting and on how best to deliver strong learning outcomes that extend beyond a focus on “time” and “task.” This could include putting students in positions whereby they describe what they are learning and demonstrate ownership of their learning journeys.
 - ii. Check for understanding through formative assessments and use data to drive instruction specific to student needs.
 - iii. Ask students to analyze their own strengths and needs.
 - iv. Leverage peer reviews and use models of evidence to build student skills.
 - v. Have students share and demonstrate their learning in meaningful ways.
 - b. Implementing personalized, competency-based learning. This includes designing and implementing personalized, project- and inquiry-based learning opportunities that demonstrate mastery and can be successfully delivered in a remote, hybrid or blended education setting.
 - c. Integrating social-emotional learning. This includes helping educators integrate the social-emotional learning standards into curriculum and instruction delivered in a remote, hybrid or blended education setting.
 - d. Gauging effectiveness of learning. This includes helping educators understand if and ensure that students are learning deeply and making necessary modifications to instructional design and delivery.
 - e. Providing technical assistance for data analysis. This includes supporting educators in the use of data to inform teaching, learning and instructional decisions.
2. **Supporting student wellness, participation and engagement.** Eligible applicants should outline a plan that speaks to one or more of the following:
 - a. Locating and supporting students. This includes assisting schools in locating and supporting students who are not engaging consistently in specified remote, hybrid or blended education opportunities. It also can include gathering information from students and families that will increase student participation and engagement in

- learning. It also might include supporting students' physical, social and emotional wellness.
- b. Supporting student safety. This includes helping schools support safety by addressing the emotional and physical safety of students. In addition to emotional and physical safety, it also might include social, verbal and cyber safety.
 - c. Building community partnerships. This includes helping schools build enduring community partnerships that link families to local resources based on individualized needs.
3. **Supporting professional learning for school leaders and educators.** Eligible applicants should explain a plan for addressing one or more of the following:
- a. Developing and deploying high-quality, job-embedded professional learning. Helping develop and deploy professional learning aimed at reinforcing the principles of sound instructional teaching and approaches to engage students in deep learning in a remote, hybrid or blended education setting.
 - b. Maximizing use of student support team members. Planning approaches to fully leverage important support team members including school counselors, school social workers or community-based behavioral health providers.
 - c. Coaching in trauma-informed practices. Assisting with the delivery of professional development and coaching in trauma-informed practices.
4. **Supporting learning management systems and interoperable platforms.** Eligible applicants should outline a plan for:
- a. Designing and implementing interoperable learning platforms. Helping a school or district design and implement interoperable platforms that enable educators to plan and deliver instruction seamlessly either in person or in a remote, blended or hybrid education setting.
 - b. Ensuring cyber security and safety. Providing a school, a district or a consortium of schools or districts with technical assistance that supports student cyber security and safety.
5. **Capturing and sharing lessons learned from two decades of e-learning.** Eligible applicants should explain why they are best positioned to document lessons learned from e-schools and convert those lessons to a useful set of tools and stories that can be used by RemotEDx to help schools and districts implement remote education experiences with greater impact.

Application Components and Scoring Rubric Criteria

Eligible applicants must complete fully 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. **Applicant name and organization;**
2. **Mailing address** including city, state and zip code;
3. **Application contact** including position, phone number and email address;
4. **Grant manager** including phone number and email address;

5. **Type of nonprofit or community-based organization;** and
6. **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 address a specific remote, hybrid or blended education need.
 - 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 and support underserved students in remote, hybrid or blended education opportunities. Also, explain how the plan defines underserved students.
 - 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 a hand in co-designing 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 Non-Profit and Community-Based Student Learning and Remote Education Partners* 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 in early March 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 Non-Profit and Community-Based Student Learning and Remote Education Partners*, 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 students does the program currently serve? Are these underserved students?
4. How many additional students are projected to be served by the program in 2021 and 2022? Are these underserved students?

5. Is the subgrantee on track to fully expend awards by Sept. 30, 2022? Provide an explanation for any funds that have not been expended.
6. Have the planned activities taken place? If not, provide a new timeline for activities and rationale for the changed timeline.
7. Describe any significant unanticipated challenges or activities that have not been completed and any emerging issues.
8. Provide feedback for improving the process for applying, implementing or reporting on the *Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners* 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 Non-Profit and Community-Based Student Learning and Remote Education Partners* program at remotEDxmicrogrants@education.ohio.gov or through other designated means as identified by the Department.

Budget Information

Budgets for awarded *Subgrants for Non-Profit and Community-Based Student Learning and Remote Education Partners* 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 Non-Profit and Community-Based Student Learning and Remote Education Partners may be used to purchase materials and services that enable subgrantees to address their identified competitive priority or priorities. Examples of permitted and not permitted materials and services include the following:

Permitted:

- Equipment (equipment for the implementation of the project);
- 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).

Not permitted:

- Computer or connectivity hardware (for individual students) and

- Indirect costs

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 Non-Profit and Community-Based Student Learning and Remote Education Partners* at remotEDxmicrogrants@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 are expected to be served? How many of those students are underserved?
- ☐ 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 Non-Profit and Community-Based Student Learning and Remote Education Partners* application.

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