Consolidated Equity and Sustainability (CES) Grant FP 154 Worksheet

Worksheet Intent

While the CES Grant application is being programmed by the iGrants team, LEAs are encouraged to begin formulating their responses using this worksheet. Although the grant application may not be released until mid-July, an **August 8, 2022** deadline has been established in hopes of communicating awards more expediently. This worksheet should allow LEAs to prepare for a timely submission once the application launches in iGrants by cutting and pasting their responses directly from this document to iGrants. This form is not required, does not need to be submitted to OSPI, and has been developed as a tool for LEA use only in preparing for the launch of the application in iGrants.

CES Grant Purpose

The purpose of the Consolidated Equity and Sustainability (CES) Dual Credit Grant is to resource local education agencies (LEAs), including districts and their schools, charter schools, and tribal compact schools, that are investing in activities to expand dual credit opportunities and/or reduce or eliminate equity gaps in dual credit access and completion.

This grant package combines CHS subsidy (formerly FP 732) and the Building Equitable, Sustainable Dual Credit (formerly FP 983 & 103) grants.

The grant program is competitive, with priority given to LEAs and schools which can identify and commit to providing opportunities to improve their dual credit SQSS measure among underrepresented student groups, including but not limited to, students of color, students with disabilities, students who identify as LGBTQ+, students in foster care, emerging multilingual students (English learners), students experiencing homelessness, and students in low-income families.

Allowable Grant Activities

Successful CES grant applicants will select one or more of the following activities for implementation during the 2022-23 school year. More information will be provided in the CES Grant form package.

1. Contracts and Consultancy
2. Professional Development and Training
3. CTE Graduation Pathways
4. Program Fees
5. Equipment and Supplies
6. Exam Fees and Other Student Expenses

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Section 1: Introductory Questions (Required of All Applicants)

1. Describe your school(s) or LEA's most significant equity gaps in dual credit using statewide and/or local data. Include the data source used to identify these gaps. This examination should include race/ethnicity, gender, and other categories identified in the OSPI Report Card.

2. In general terms, describe what equity gaps or institutional challenges you are seeking to address with CES Grant funding. What objectives are you hoping to accomplish and how will you measure success?

3. How do you partner with your student pipeline schools (middle, junior/senior high school, college) to inform students and parents of dual credit and academic acceleration policies, eligibility, and opportunities? Describe how you communicate with these partners to ensure desired tracks are provided to help students successfully follow their HSBP.

4. In the fields below, identify how much you are requesting for each allowable activity.

Activity	Amount Requested
CHS Subsidies	
Contracts and Consultancy	
Professional Development and Training	
CTE Graduation Pathways	
Program Fees	
Equipment and Supplies	
Exam Fees and Other Student Expenses	
Indirect (7% Maximum)	
Total Request	

5. Describe your cash or in-kind activities which will match to leverage grant funds at a rate of $1 to $4 (match to grant award request).

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Section 2: College in the High School Subsidy (Required for CHS Subsidies)

1. Is the school more than 20 miles from a Running Start College?

2. Does the school receive small high funding?

3. Students who live 20+ miles from a Running Start College?

High School	Course Title	College Name	Number of Students	Cost per Credit	# of Credits per Class	Total Cost

Section 3: Equity and Sustainability Activities (Not Required for CHS-Only Applicants)

1. Using the category headings provided in the "Allowable Grant Activities" section (and question 4), provide a detailed description of each activity you intend to support with CES Grant funding. (There may be multiple activities in each category.)

Allowable Grant Activity Category	Description (including individual activities)

2. For each category and/or activity, explain how you expect those activities to address the equity gaps identified in question 1 of the "Introductory Questions" section.

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Allowable Grant Activity Category	Equity-Focused Outcomes

3. What specific and measurable outcomes do you intend to achieve in expanding and/or making dual credit opportunities more equitable and sustainable? How will you measure your progress in meeting your objectives?

4. What support, resources, partnerships, or directives will assist you in implementing the programs discussed above? In other words, how would you characterize your capacity for utilizing CES Grant funding effectively for the purposes outlined in your application?

5. Describe your approach to sustaining grant activities or committing to continual improvement on the goals identified above. Would you expect to utilize 2023-24 CES Grant funding, if available, and for what?

6. Are there LEA-specific characteristics, conditions, student demographics, or other considerations that should be taken into account to strengthen your application that were not presented elsewhere? If so, please explain.