State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with states so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to a SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021,** either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425U210013

SEA Contact: Cole Dietrich

Telephone: (317) 232-6610

Email address: adietrich@doe.in.gov

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative(Printed Name) BRIAN MURPHY	
Signature of Authorized SEA Representative	Date: 8/2/2021

A. Describing the State's Current Status and Needs

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's Safer Schools and Campuses Best Practices Clearinghouse so that they can be shared with other States and LEAs

RESPONSE: The COVID-19 pandemic has exposed and exacerbated existing inequities that data show disproportionately impacts Indiana's low-income students, racially and ethnically diverse students, and students facing additional barriers to learning. An analysis published by McKinsey & Company[1] found that students who experienced low-quality virtual instruction during school closures are likely to miss out on seven to eleven months of learning. The analysis goes on to claim low-income, black, and Hispanic students will be disproportionately impacted by the shift to online instruction due to existing barriers that inhibit these students' access to high quality online learning opportunities.

Therefore, Indiana's initial response to the disruptions caused by the COVID-19 pandemic focused on maximizing continuity of learning for all Hoosier students. To accomplish this goal, Indiana rapidly deployed computer devices and addressed gaps in internet access in areas most impacted by COVID-19. Using an equity index made up of key metrics, meant to capture the impact of COVID-19 on a particular community, Indiana invested nearly $50 million in federal COVID-19 relief funds resulting in over 70,000 student and teacher computer devices and providing internet access for up to 85,000 students. Allowing local communities, with the support of state experts, to craft a solution that fit their unique context was one of the most successful aspects of this initiative. As a result of this locally driven approach, Indiana school corporations deployed a myriad of strategies to help students and teachers bridge the digital divide exacerbated by COVID-19.
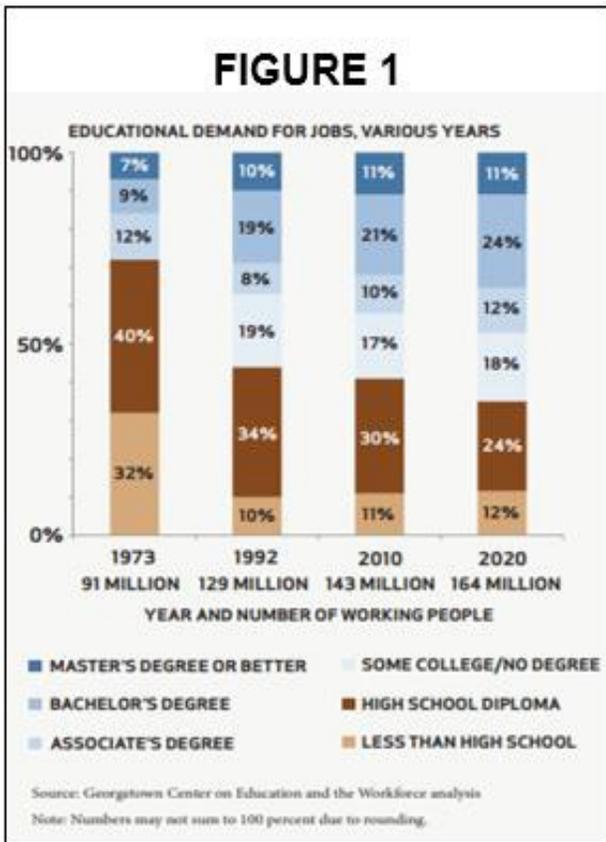
In rural Randolph County, a cross-sector collaboration between Randolph Eastern School Corporation and Randolph County United (an Economic Development, Chamber of Commerce, and Tourism partnership), constructed a 220-foot broadband tower on school grounds to broadcast high-speed internet outside of the school and to the surrounding area. In Jennings County, another rural Indiana county, with topographical challenges to transmitting a wireless internet signal, Jennings County Schools installed datacasting infrastructure in partnership with Indiana Public Broadcasting to ensure students can receive assignments while at home. In South Bend Community Schools, an urban area in norther Indiana, local leaders expanded an existing initiative that equips school buses with WiFi transmitters, then deploys them throughout the community so students can access the internet from their homes.

After distributing resources to address emergency gaps in computer device and internet access, Indiana shifted focus to understanding the impact of COVID-19 on student achievement. The Indiana Department of Education (IDOE) has partnered with the Center for Assessment to conduct a comprehensive analysis of formative and summative assessment data. While the final report will not be available until late July/early August 2021, early sample data from ILEARN indicates that student achievement in English/Language Arts and math are impacted because of COVID-19. Math saw a significant statewide decline. The findings from this study will inform Indiana's ongoing

---

[1] Dorn, Emma, Bryan Hancock, Jimmy Sarakatsannis and Ellen Viruleg. January 2020. "COVID-19 and student learning in the United States: The hurt could last a lifetime" Accessed June 2, 2021. https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime

response to COVID 19, and ensure resources are targeted toward academic areas of greatest need.

Finally, Indiana recognizes that thousands of Hoosier students will complete high school during, and in the years following, the disruptions caused by COVID-19. The pandemic posed a unique set of challenges impacting these students' time in the classroom, and potentially, their preparation for life after high school. These students will enter a workforce that has been permanently changed due to COVID 19. According to an analysis of unemployment claims in Indiana, Hoosiers with a high school diploma or equivalent were disproportionately impacted by COVID 19. This group represents 33.4% of the state's workforce, but 45.6% of all unemployment insurance claims filed during the pandemic. Service sector roles that do not require advanced educational credentials were hit hardest during the pandemic. Restaurant workers, temporary service workers, and hotel workers had the highest unemployment impact, faced longer unemployment duration than other highly impacted industries, and received the lowest weekly benefit amounts through unemployment insurance.

FIGURE 1

EDUCATIONAL DEMAND FOR JOBS, VARIOUS YEARS

Source: Georgetown Center on Education and the Workforce analysis
Note: Numbers may not sum to 100 percent due to rounding.

Research shows a person's educational attainment impacts their future quality of life, health, civic engagement, living wage, employment, and sustained earning. That's why it is critical that we continue to increase the number of students graduating from high school with postsecondary credentials of value and activate communities to maximize lifelong success for every Hoosier student.

Figure 1 illustrates the change in educational demand over time as the United States transitions into a 21st Century economy. Fewer jobs require less than high school or a high school diploma, while more require some form of postsecondary credential such as an industry-recognized certificate, a certificate of completion for an apprenticeship, a license recognized by state or federal government, or an associate or baccalaureate degree. The COVID-19 pandemic has accelerated this shift resulting in an urgent need to build an educational system designed to meet the individual needs of each student and put them on a pathway towards postsecondary success.

In recognition of these challenges and the important role of each year of education in a child's life, the state of Indiana partnered with institutions of higher education to help graduating seniors "cross the finish line" and "bridge the gap" between high school and their future. These brand-new initiatives are taking place during the summer of 2021 and are designed to accelerate student learning and jumpstart a world of opportunity for eligible students. These programs include:

Crossing the Finish Line Initiative – Through the Crossing the Finish Line Initiative, Indiana high school graduates can take advantage of free summer coursework at Ivy Tech Community College and Vincennes University. Students who are close to completing a high-demand credentialor the Indiana College Core (a 30- credit-hour block of general education college-level coursework

that transfers seamlessly to all Indiana public colleges and universities and some private institutions) can receive free tuition, fees, books, and certain other expenses for completing this valuable coursework over the summer.

Bridging the Gap Initiative – Through the Bridging the Gap Initiative, students who do not currently meet college or career readiness benchmarks in English and math will also have access to free summer coursework at Ivy Tech Community College.

Specifically, students will have access to Ivy Tech's Knowledge Assessment program, which will offer individualized learning opportunities to help these students meet benchmarks critical to their future academic and career success. Students will also be enrolled in an introductory course at Ivy Tech that provides an overview of skills and strategies necessary to be college and career ready, such as goal setting, note taking, time management techniques, library resources, learning strategies and more.

Upon completion of the program, students will have earned college credit for the introductory course and will be able to enroll in entry level courses at Ivy Tech this fall without the need for further remediation.

2. <u>Overall Priorities</u>: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID 19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

RESPONSE: The full impact of COVID-19 is immeasurable. As we review data and consider priorities moving forward, we do so with humility and acknowledgment of the lives lost, families affected, and communities devastated over the past year and a half. Based on what we can measure, Indiana has organized recovery efforts into three pillars – Student Centered, Educator Centered, and System Centered - which reflect the Indiana's commitment to creating an education and talent development continuum that affords each and every student access to a quality, purposeful, and relevant educational opportunity to obtain the knowledge and skills they need to thrive in a prosperous state economy and enjoy lifelong success.

STUDENT
LEARNING & OPPORTUNITY

Primary Literacy: Deploy support and resources to strengthen primary literacy instruction and ensure early learners overcome the disruptions caused by COVID-19 and meet the critical literacy target of proficient reader by third grade.

The importance of third grade literacy is well documented. Among other consequences, third graders who are not reading at grade level are more vulnerable to dropping out of school and struggle to keep up with their peers after high school.

Indiana is finalizing an analysis of the impact of COVID-19 on educational attainment in our state; however, an analysis published by the Northwest Education Association (NWEA) projected students were likely to return to school in the Fall of 2020 with approximately 63-68% of the

learning gains in reading relative to a typical school year.[2] The analysis also suggested the impact of COVID 19 disruptions will not be universal, with students historically in the top third of attainment potentially making progress despite the disruptions. To ensure the impact of COVID-19 does not continue to impede student progress for the next decade, Indiana is committed to investing significant resources towards primary literacy initiatives.

Strengthen K-12/Community Partnerships: Help schools and communities strengthen, expand & create effective K-12 pathways & linkages to postsecondary opportunities. The graduation rate for students completing meaningful career and technical education (CTE) courses while in high school has consistently been six or seven percentage points higher than the state graduation rate. However, students that complete a CTE concentrator course sequence are earning the less rigorous General High School diploma compared to the state average.

While relevant CTE course work keeps studentsengaged in high school through graduation, additional analysis reveals these students are completing high school having completed a less rigorous diploma than their peers. Indiana is committed to strengthening formal collaboration between schools and communities to enhance the K-12 student experience and equip more students with rigorous postsecondary credentials and the skills and competencies needed to be successful after high school.

School Year	CTE Grad Rate	State Grad Rate
2017-2018	94.34%	88.10%
2018-2019	93.38%	86.46%
2019-2020	93.40%	87.01%

School Year	Location	Indiana Diploma Type				
		International Baccalaureate	Academic or Technical Honors	Core 40	General Diploma	Non-Diploma
2018-2019	CTE Concentrator	0.03%	35.92%	51.10%	11.94%	1.01%
	All High School	1.66%	47.36%	45.71%	5.28%	0.00%
2019-2020	CTE Concentrator	0.00%	36.67%	51.73%	10.76%	0.84%
	All High School	1.96%	48.06%	45.16%	4.82%	0.00%

EDUCATOR
TALENT, QUALITY, & VALUE

Supporting Educators: Indiana continues to publish resources and encourage local school corporations to develop plans intentionally designed to meet the professional, as well as social-emotional needs of educators as schools re-open in the fall. Hoosiereducators have stepped up to the challenge of COVID- 19, going way beyond traditional expectations to meet theneeds of their students during these unprecedented times.As such, Indiana is committed to prioritizing and promoting initiatives that support educator wellness.

Educator Pipeline: Improve guidance, support, and accessible data, for those recruiting, educating, and mentoring rising educators. Indiana continues to issue emergency permits for educators in critical areas such as special education (1,218 in 19/20) and STEM (446 in

---

[2] Kuhfeld, Megan, James Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu. (2020). Projecting the potential impacts of COVID-19 school closures on academic achievement. (EdWorkingPaper: 20-226). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/cdrv-yw05

19/20). Additionally, Indiana must identify barriers keeping qualified candidates of diverse racial and ethnic backgrounds from the teaching profession. Indiana's educator force is 92% white, while only 66% of students are white.

SYSTEM ALIGNMENT & CAPACITY

Data Modernization: Invest in a modernized data system that enhances the IDOE's ability to accurately report performance data and inform local decision making. This process will prioritize turning the data currently collected by the IDOE into action at the local level by aligning available information to the individual student experience throughout the K-12 continuum, including data related to student achievement, emotional well-being, interests and aptitudes, career exploration, and more, to equip schools with the information needed to tailor supports for individual students.

Course Access: Develop a suite of multidisciplinary online courses that can be deployed virtually or in-person to ensure every Hoosier student has access to any course, regardless of the school they attend. Currently, too often the school a student attends dictates his or her opportunity to take advanced coursework. To develop an educational system that ensures every student has access to a rigorous pathway to postsecondary success that is aligned to his or her interests and aptitude, students cannot be limited by where they live or happen to go to school.

3. <u>Identifying Needs of Underserved Students</u>: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

   i. Students from low-income families,
   ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), (TECH PLAN DATA)
   iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
   iv. English learners,
   v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
   vi. Students experiencing homelessness,
   vii. Children and youth in foster care,
   viii. Migratory students, and
   ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,[1]chronic absenteeism, student engagement, and social-emotional well-being.

RESPONSE: Indiana's COVID recovery priorities for each of the subgroups listed in the application template are the same as the priorities for the entire state for 2021-2022 and beyond.

In designing strategic initiatives to accelerate learning and improve student outcomes, specifically in primary literacy, Indiana will target support for historically underserved student subgroups. The Indiana Youth Institute recently released their Indiana Youth Institute - 2021 Indiana KIDS COUNT® Data Book, which includes a comprehensive analysis of third grade literacy across all student subgroups identified under ESSA and specific recommendations for how Indiana can leverage the data to improve opportunities for all students (p.78-81). This resource, along with input from a diverse array of stakeholders will directly inform Indiana's recovery efforts.

Indiana's efforts to improve postsecondary readiness for Hoosier graduates will focus on activating communities to foster cross-sector collaboration and expand access and opportunity for Indiana's historically underserved communities. Guiding this work is data released by the Indiana Commission for Higher Education (CHE) and Indiana's approved WIOA State Plan developed by the Governor's Workforce Council (GWC). CHE's 2020 College Equity Report has identified several key takeaways related to equity and access to college across student subgroups, and the IDEO will collaborate with CHE to identify gaps among additional subgroups not currently identified in the report. Some takeaways include:

1. **Hoosier students are not equally prepared for college**. Not surprisingly, students who earn more demanding diplomas are better prepared and more likely to succeed in college. Achievement gaps in this area run along demographic lines. Black Hoosiers and low-income Hoosiers who do not participate in the 21st Century Scholars program are the least likely groups to earn an Academic Honors diploma (18 percent and 14 percent, respectively, compared to a statewide average of 37 percent). They're also the two groups least likely to meet early college success benchmarks.

2. **Socioeconomic status plays a role in college-going rates.** Low-income students who are not enrolled in the 21st Century Scholars program are much less likely to go to college than their 21st Century Scholar peers and high-income peers who are not Scholars. The college-going rate for low-income, non-21st Century Scholar white men was the lowest of all other races/ ethnicities and genders in 2018; only 29 percent of White, non-Scholar, low-income men went to college.

3. **Education, STEM and health-related fields lack diversity**. Inequity in the pipeline creates a lack of diversity in the professions. Nearly 90 percent of education (teaching) graduates at Indiana's four-year institutions are White. STEM (science, technology, engineering, and math) and health fields are slightly more diverse in this metric, with 73 percent of bachelor's graduates being White, 6 percent Asian, 4 percent Black and 5 percent Hispanic and Latino.

Finally, the IDOE will work closely with GWC to design strategies to improve access to high quality career and technical education opportunities that result in highly valued credentials aligned

to Indiana's workforce demands. These efforts will focus specifically on fostering cross-sector collaboration to implement and expand access and opportunities for students to complete one of Indiana's Next Level Programs of Study, especially for students from historically underserved communities. The IDOE will partner with GWC to expand our understanding of the gaps across remaining student subgroups, illustrated by the following takeaways:

1. **Minority students are less likely to complete a rigorous CTE Concentrator sequence.** Over the past three years, minority students have only accounted for an average of less than 25% of CTE Concentrators despite making up 33% of Indiana's student population. Data show students that complete a CTE Concentrator sequence are more likely to go onto a successful postsecondary opportunity then other CTE students that do not. Understanding what barriers are contributing to these disparate outcomes is the first step towards improving access and outcomes for all students.

2. **Disruptions caused by COVID-19 disproportionately impacted access to CTE courses for low-income students.** According to data from GWC, overall enrollment in CTE courses increased 9% during the 2019-2020 school year; however, the number of low-income students completing CTE courses dropped 11% or just over 10,000 students. The IDOE will analyze these data for the 2020-2021 school year to determine how to eliminate barriers for these students or accelerate their trajectory to recover lost instruction from 2019-2020.

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

RESPONSE: IDOE has contracted with national experts at the National Center for the Improvement of Educational Assessment, Inc. to conduct a study of the academic impact experienced during the 2020-2021 school year by Indiana students. This study will research the following questions:

- To what extent did COVID-19 disruptions impact student academic performance and learning outcomes in Indiana?
- What is the anticipated academic recovery time based on the experienced COVID-19 disruptions?

The research project will measure the experienced academic impact through both status (the comparison of proficiency levels from year to year) and growth (the comparison of growth, both cohort-referenced and baseline, from year to year). Based upon these findings, determinations will be made regarding the expected recovery time for students to "return" to their "pre-COVID" performance levels. Findings will be disaggregated by racial/ethnic status, special education status, English learner identification, poverty level, community type, school type, mode of instruction, and attendance rate. Both summative and interim assessment data will be utilized to measure the status and growth impacts of COVID-19 disruptions to student academic performance and learning

outcomes and provide information regarding the overall academic impact experienced in English/language arts, mathematics, and English learner proficiency, and the disparities in academic impact between the selected disaggregation categories. By determining the "recovery time" based on student or community statuses, the Department will be able to identify those most impacted by the pandemic and in need of the most intervention.

The Department aims to publish this report and its findings in late July/early August 2021. The Department also intends to provide the findings in a digestible format to schools and provide guidance on how to utilize the findings to determine short-term needs to be addressed and to establish a long-term strategy to build upon the immediate response.

Lastly, the Department will continue its study through the 2021-2022 school year in hopes of measuring the impact of those implemented initiatives toward recovery. The findings will be provided to schools as a way to gauge the effectiveness of their efforts.

The Office of Accountability utilized the current understanding of the impact of COVID-19 on certain communities; the correlation between poverty and student achievement; and Indiana's recent performance data to establish a tiered system of identifying schools that are likely to see the greatest negative impact to student learning outcomes due to COVID-19. This tiered system of identification was based on a "pandemic learning loss" super subgroup of students who were in at least two of the following student groups:

- American Indian;
- Black;
- Hispanic;
- Multiracial;
- Native Hawaiian/Pacific Islander;
- English Learner;
- Free or Reduced Lunch; or
- Special Education.

A proficiency rate was calculated for the pandemic learning loss super subgroup for the subject areas of English/language arts and mathematics at the state level. Then, a proficiency rate was calculated for the pandemic learning loss super subgroup for the subject areas of English/language arts and mathematics at the school level. The standard deviation from the average school proficiency rate was calculated for each subject area. Support tiers were set based on the following criteria:

- Tier 1: school proficiency rate is less than or equal to the state proficiency rate minus one standard deviation
- Tier 2: school proficiency rate is either less than or equal to the state proficiency rate or greater than the state proficiency rate minus one standard deviation
- Tier 3: school proficiency rate is either greater than the state proficiency rate or less than or equal to the state proficiency rate plus one standard deviation
- Tier 4: school proficiency rate is greater than the state proficiency rate plus one standard deviation

Tiers were assigned to each subject area. The subject area tier levels were then averaged to yield the overall tier for the school. If the overall tier was not a whole number then it was rounded down to the nearest whole number (e.g., 2.5 --> 2). This analysis only captured public elementary and middle schools with at least ten (10) students in the pandemic learning loss subgroup.

Roughly 8 percent of public elementary/middle schools were identified as "Tier 1" schools, or those schools likely to need the most intervention to address COVID-19 learning losses; and roughly 10 percent of public elementary/middle schools were identified as "Tier 4" schools, or those schools likely to need the least intervention to address COVID-19 learning losses. Most schools fell within "Tier 2" and "Tier 3". One complication with the methodology used to establish these intervention tiers is the lack of students in the established super subgroup at schools. Specifically, 337 public elementary/middle schools were unable to be assigned a Tier due to lack of available data or too few students meeting the super subgroup parameters.

Tier	Number	Percent
1	119	8.3%
2	462	32.2%
3	367	25.6%
4	148	10.3%
N/A	337	23.5%

These data were also analyzed in conjunction with a school's ATSI/ CSI designation and federal accountability ratings. This created a set of 8 unique school groups that can be used to assist the IDOE Offices of School Improvement and Title Grants and Support when determining appropriate funding and intervention strategies in response to COVID-19's inevitable impact on student outcomes as a placeholder until official learning loss data become available during summer 2021. Schools belonging to Group 1 and Group 2 will be mostly likely to experience the most negative impact from the pandemic and may need more resources and support to address need in a more holistic approach. Schools belonging to Group 3 and Group 4 will likely experience a negative impact but may be best supported based on a targeted approach that addresses specific student groups or subject areas. Lastly, schools belonging to Group 5 or Group 6 will be most likely to experience the least impact from the pandemic and may be able to address its needs with little support or resources from the state.

Additionally, IDOE will make funding available to support LEAs in strategic ESSER consortia where LEAs will identify an area of need and will then be connected to external contracted supports to guide the implementation of ESSER funds to ensure LEAs have the capacity to implement ESSER activities in an effective manner in order to drive improved outcomes for students, improved equitable access for all Hoosier students, and build capacity at the state and local level.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

   i. A description of to what extent, and how frequently, the State collects now and

will collect in the future data for all schools in your State on:

a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction.

b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i viii for each mode of instruction; and

c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i viii for each mode of instruction.

RESPONSE: IDOE will have the capacity to collect data around the mode of instruction for all schools in real-time as we transition to a data exchange platform that will allow for daily updates and synching of data with state systems. IDOE can capture data on mode of instruction, enrollment, and attendance. IDOE will be able to disaggregate this data by each of the student groups described in A.3.i.viii for each mode of instruction.

ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

RESPONSE:

All data for the week starting	Monday, May 17, 2021					
	Virtual	COVID Virtual	Hybrid	In-person	Not Yet On-Boarded to New system	Closed for the 2020-2021 School Year
Number of schools	4	10	16	751	1419	1
Number of Students	2,308	32,995	18,794	293,859		
Number of Free/Reduced Lunch Students	839	19,176	10,259	128,009		
Number of American Indian Students	6	71	42	473		
Number of Asian Students	130	1,170	929	4,408		
Number of Black Students	423	7,027	3,969	25,265		
Number of Hispanic Students	282	5,746	3,461	38,914		
Number of Multiracial students	149	2,121	1,355	13,618		
Number of Pacific Islander Students	-	25	20	178		
Number of White Students	1,270	16,712	8,958	208,664		
Number of Male Students	1,109	15,719	9,566	150,892		
Number of Female Students	1,151	17,153	9,168	140,628		
Number of English Learner Students	57	2,534	1,543	20,428		
Number of Children with Disabilities	317	5,219	3,073	46,246		
Number of students experiencing homelessness	N/A	N/A	N/A	N/A		
Number of students in Foster care	N/A	N/A	N/A	N/A		
Number of Migatory Students	-	16	8	254		

*Data Source: Data Exchange system for mode of instruction; 2021 Pupil Enrollment for Demographic assignments
**Students experiencing Homelessness and/or Foster care are part of Indiana's Year end collections and not yet available.

Please note that for the data provided, most Indiana schools will be reported as "closed" for the 2020-2021 school year between mid-May and Mid-June 2021 and not reopen for the 2021-2022 school year until early to mid-August 2021. Therefore, the updates that are made to the report between mid-June and mid-August will be schools onboarding with the new data exchange system of submitting attendance data to the IDOE.

iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

RESPONSE: The public health emergency outlook for Indiana continues to improve with decreasing cases and increasing rates of vaccination as schools continue to implement CDC guidance, to the greatest extent practicable, to ensure a safe reopening, all Indiana schools are expected to return to in-person instruction for Summer 2021 as well as the 2021-2022 school year.

B. Safely Reopening Schools and Sustaining their Safe Operations the Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:

    i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	IDOE, in collaboration with the Indiana Department of Health (IDOH), will continue to provide routine guidance on universal and correct wearing of masks through printed materials, webinars, and routine communication. This guidance is updated to stay current with CDC guidelines and will reflect updated guidance released by CDC in the future.
Physical distancing (e.g., including use of cohorts/podding)	IDOE, in collaboration with IDOH, will continue to advocate for schools to implement physical distancing and cohorts in conjunction with other public health measures. This has been delivered through weekly school nurse webinars, guidance documents, and routine communication with the field.
Handwashing and respiratory etiquette	IDOE, in collaboration with IDOH, will continue to educate and inform LEAs on handwashing and respiratory etiquette along with all with other public health measures. This has been delivered through weekly school nurse webinars,

	guidance documents, and routine communication with the field.
Cleaning and maintaining healthy facilities, including improving ventilation	IDOE has worked with IDOH to provide detailed information on how to improve ventilation in school buildings and continues to do so in the lead up to the upcoming school year. Information will be provided via webinars and other resources to LEAs.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	IDOE continues to work with IDOH to provide updated guidance to schools, school medical personnel, and families as it relates to isolation, quarantine, remaining home from school. This information is provided through webinars and additional resources.
Diagnostic and screening testing	IDOE collaborated with IDOH to make rapid tests available to schools, as well as continue to advocate for those experiencing illness or symptoms to seek a test before returning to school. Both agencies continue to provide updated and additional guidance as it is available to support LEAs.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	School staff and students were made eligible through the State testing protocols. IDOE continues to work alongside IDOH to make vaccines available to all eligible school associated individuals, including, but not limited to a mass vaccination clinic for students held at the Indianapolis Motor Speedway. Additionally, IDOE will continue to share guidance, updates and opportunities with LEAs as they become available. IDOE has issued a survey on behalf of IDOH seeking to understand vaccine hesitancy in school aged children and their families.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	IDOH and IDOE collaborate to keep LEAs informed of current recommended practices from the CDC as it relates to disabilities. This information is shared through webinars and the distribution of written resources.

ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation.

RESPONSE: On April 29, 2021 Governor Holcomb issued Executive Order (EO) 21-12. EO 21-12 requires all public and private K-12 educational institutions "shall require all students in grades 3-12 regardless of age, all faculty, all staff, all vendors, all contractors, all volunteers, and all visitors to wear a face covering or face shield while physically present in any building,

facility, or grounds at all times who do not otherwise qualify for an exemption in paragraph 4(f)(ii-xv)" of EO 21-12.

On May 28, 2021 Governor Holcomb issued Executive Order (EO) 21-15, which requires the continuation of mask and face covering requirements for K-12 educational institutions through June 30, 2021. After July 1, 2021 it will be the responsibility of each governing body of all public and private K-12 schools to implement public health measures and restrictions deemed necessary and prudent to address the impact and spread of COVID-19 in their buildings and are encouraged to follow CDC guidelines as well as guidance issued by the Indiana Department of Health.

To track indicators such as vaccination rates and vaccination hesitancy rates in schools, IDOE has collaborated with IDOH to provide surveys to schools to monitor implementation of these public health measures to reduce virus transmission in schools.

> iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

RESPONSE: Since the beginning of the public health emergency, IDOE leadership, including representatives from the IDOE school safety and school nursing programs, have met and continue to meet at a minimum of once per week to discuss current school health guidance and the incorporation and implementation of updated guidance as the CDC recommendations change.

> iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

RESPONSE: To support a safe and effective return to in-person instruction, IDOE has created the following guidance, technical assistance, and professional learning opportunities with the goal of each technical assistance activity being based on improving student outcomes, improving equity with federal funds, and building capacity at the local and SEA level to drive the work.

- IDOE hosted a series of Accelerated Learning webinars to provide guidance on creating a plan for accelerated learning, implementation of evidence-based activities and interventions to address learning loss. Topics included the implementation of public health resources, how to create an equitable plan that addresses the needs of all students, specifically students with disabilities, English learners, and other special populations at the LEA level. Additionally, IDOE provided guidance on how to effectively coordinate federal funds to address learning loss and accelerate learning.

- IDOE has released guidance on successful summer program implementation. The toolkit includes support for LEAs and community-based organizations (CBOs) on best practices in summer programming, alignment with the regular school day and school year learning that is occurring, and how to sustain programming through blending and braiding of other federal funds to support summer and afterschool programming.

- To support districts in effective and efficient use of the large amount of federal funds, IDOE Director of Title Grants and Support has held various informational and listening sessions with various education service centers to convene school and district leaders on allowable uses and

requirements to assist their timely implementation of ESSER activities to address learning loss, accelerate learning, meet the needs of students most impacted by COVID 19, and implement CDC recommendations to the greatest extent practicable.

- IDOE convened the English Learner Leadership group on April 21, 2021, to discuss the ways CARES, ESSER, and ESSER II funds can be utilized to meet the needs of English learners in addition to the unique health considerations for English learners and their families, including equitable access to health supports and information.

- On May 14, 2021, IDOE provided support for the Migrant Education Program (MEP) and ensuring equitable access to vaccination programs by inviting the Indiana Legal Services to ensure MEP staff, including the Identification and Recruitment (ID&R) team, are aware of and able to effectively communicate the legal rights afforded to migratory workers and their families as well as legal guidance regarding access to vaccines, and strategies to address vaccinehesitancy or misinformation. This was presented at the IN MEP Retreat.

- On June 3 and 10, 2021, IDOE hosted a webinar series with Brustein and Menasevit, a law firm specializing in federal education law, to discuss best practices in federal grant administration and effective uses of stimulus funding. This series will help ensure LEAs are prepared to use federal funds to meet the needs of students and avoid duplication of efforts in disseminating guidance. It will also ensure LEAs are prepared to provide services on a faster timeline rather than utilizing time and effort to discern grant requirements and best practice. This will include guidance on how LEAs are able to meet the ARP ESSER requirement to follow CDC guidance to the greatest extent practicable to ensure a safe reopening and return to in-person instruction.

2. <u>Safe Return to In-Person Instruction and Continuity of Services Plans</u>: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

   i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1.

   ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

   iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),[2] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

   iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-

to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

RESPONSE:

IDOE provided guidance to LEA recipients of ARP ESSER funds that all safe return to in-person instruction plans were required to be posted on the LEA's public website by June 24, 2021 with required updates each 6 months that also allow for public comment. To ensure compliance, IDOE will utilize updated subgrantee monitoring processes and procedures to include a requirement of documentation that the LEA plan for safe return to in-person instruction was posted publicly on the LEA's website. Such documentation may include the direct link to the website where the plan is posted.

i.   IDOE will require each LEA plan to include a description of how the LEA has determined its policies follow CDC guidance to the greatest extent practicable for the safe reopening of schools. This will be a required element of the ARP ESSER application prior to receiving IDOE approval. The determination of greatest extent possible is a local decision; however, IDOE Title Grants and Support grant specialists will review the narrative, provide additional technical assistance as needed.

ii. To ensure the plans include all required elements, IDOE Title Grants and Support grant specialists will review each ARP ESSER application to ensure the continuity of services. Additionally, IDOE collects an annual "pre-application" for all federal grants with common indicators and assurances. All Indiana LEAs and public charter schools are required to describe how they will ensure continuation of services such as policies to reduce the use of exclusionary discipline practices, how the school meets the social-emotional, mental, and behavioral health of the students, provide adequate services for educationally disadvantaged students, such as English learners, students with disabilities, and students experiencing homelessness. These specific sections are reviewed by internal content-area staff to ensure a comprehensive review of the local education landscape and how federal funds, including ARP ESSER funds, will be utilized to meet the identified needs and provide equitable access to educational opportunities.

iii. To ensure LEAs update plans no less than every six months, IDOE will desktop monitor LEA plans as part of the consolidated federal grants risk assessment process to identify high-risk grantees. The risk assessment will be updated to include indicators for return to in-person instruction plans. IDOE will collect documentation to ensure the plan complies with all applicable regulations regarding the return to in-person instruction plans. As needed, internal reviewers will include staff with experience in grants management, student health and wellness, school improvement, and school safety to ensure LEA needs are identified and targeted support can be made available.

iv. IDOE does not collect LEA-level data regarding the CDC guidance, but IDOE will have qualitative and quantitative data from LEA plans to identify LEAs in need of additional support in ensuring safe school re-openings. Also, as part of the plan monitoring, IDOE will include a request for additional support should local needs shift.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:

    i. students.
    ii. families.
    iii. Tribes (if applicable).
    iv. civil rights organizations (including disability rights organizations); v. school and district administrators (including special education administrators).
    v. superintendents.
    vi. charter school leaders (if applicable).
    vii. teachers, principals, school leaders, other educators, school staff, and their unions; and
    viii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

    The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

RESPONSE: IDOE has engaged and will continue to engage in consultation with a variety of stakeholder groups regarding the use of ARP ESSER funds. To date, stakeholders have included:

- Students: Indiana Legislative Youth Advisory Council; Student Ambassador Initiative; RISE Empowering Girls Through Reading

- Families: Stand for Children; Parent-Teacher Association of Indiana

- Tribes: N/A

- Civil rights organizations: INSource, Urban League, Latinos Count, Arc of Indiana, Indiana Council of Administrators of Special Education

- Superintendents: Various formats including individual meetings, convenings by Indiana's regional educational service centers, and the Upper Wabash Valley Superintendent Study Council, and Indiana Association of Public School Superintendents;

- Charter School leaders: Quarterly Indiana Charter School Authorizer meetings, Indiana Charter School Board, Indiana Charter School Network

- Teachers, principals, school leaders, other educators, school staff, and their unions: Representatives from the Indiana State Teachers Association and American Federation of Teachers; Various education associations, including the Indiana Association of School Principals, Indiana Association of School Business Officials, and Indiana Urban Schools Association; Representatives from Indiana's non-public school community and the Indiana Non-Public Education Association;

- Interests of students with disabilities: INSource, Arc of Indiana, Indiana Council of Administrators of Special Education

- Interests of English learners: Representatives of English learner programs and LEA Title III directors

- Interests of homeless children: Monthly LEA-IDOE Homeless Education Liaison

- Interests of children in foster care: Liaison meetings with Indiana Department of Child Services

- Interests of migratory students: Representatives of the Indiana Migrant Education Program at their statewide convening

- Interests of children who are incarcerated: IDOE-Indiana Public Defender Council, Indiana Department of Corrections

- Other: Out-of-School-Time Advisory Council

The common themes from these discussions included: Student Learning and Opportunity, Educator Talent, Quality, and Value, and System Alignment and Capacity. This feedback was then used to develop evidence-based strategies for deploying resources in each of these areas. These strategies are outlined in detail in Section D of this application.

The Indiana Department of Education also posted Indiana's ARP ESSER III Plan for public review on the Department's website on Sunday, July 18. Additionally, a JotForm was posted to solicit public comment on the plan. To encourage feedback on the plan, IDOE will share this information via the Department's weekly newsletter, reaching nearly 19,500 recipients. The public comment period will remain open through Friday, September 5. During the month of September, IDOE will summarize and release key themes gathered through public comment. This will be posted on the Department's website, alongside the plan, for public viewing. IDOE will then utilize that feedback to finalize strategies under each of the requirements listed in Section D of this application.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

   i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

RESPONSE: Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	-90% of ESSER I funds were used to provide formulaic grants to	Funds have been fully obligated.

	LEAs. Set-aside funds were used to provide supplemental grants to those LEAs that were not eligible for formulaic grants (**$193,025,493**) -Competitive set-aside grant (**$20,543,000**) -Tutoring Grant for intensive peer tutoring services for high school and elementary students to address learning loss due to COVID-19 and assist student groups that were disproportionately impacted by COVID-19 (**$274,000**) -Digital Learning Grants to support remote learning capacity and improve the quality of remote learning ($**773,165**)	
GEER I (CARES Act)	-Competitive grant to address device availability, connectivity, and educator capacity (**$61million**) -Data Casting project with Indiana Public Broadcasting Stations to provide data casting for IN LEAs, especially those in rural communities, with the ability to carry out distance education (**$5million**)	Funds have been fully obligated.
ESSER II (CRRSA Act)	-Panorama SEL Universal Screener (**$48,750**)	-ESSER Strategic Planning Consortia to support LEAs with external content experts around specific challenges facing LEAs in implementing ESSER programming (**$5million**) -IDOE intends to utilize a portion of ESSER II funding to support the modernization of a grants management system, which will be part of a larger statewide implementation of an enterprise solution. This will improve the capacity of IDOE to effectively administer funds, track detailed activities and expenditures, and provide improved transparency for all federal funding streams, including all ESSER funds. This will be necessary to improve the statewide capacity to identify and

		target students who were most impacted by the COVID-19 pandemic, including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students. (**Amount to be determined**)
GEER II (CRRSA Act)	The Indiana Commission for Higher Education is utilizing GEER II funding to support initiatives addressing summer bridge programs to assist students in "last mile" of earning a college degree and a statewide virtual summer initiative to ensure higher education students remain on track to complete their college degrees. (**$13million**)	GEER II funds

ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

RESPONSE:

Totals as of 4/30/21	Awarded to LEAs	Obligated, but unexpended:	SEA Able to track obligations:
ESSER I	$206,801,311.69	$114,616,017.11	YES
ESSER II	$802,358,459.23	$802,358,459.23	YES

iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.

RESPONSE:

Federal Funding Source:	Support Project:
ESEA (Title I; Title I, Part C; Title II; Title III; Title IV, Part A; 21st CCLC)	• IDOE is providing micro-credential opportunities on learning recovery to ensure staff have immediate training that can be used to assist in recovery from the pandemic. • IDOE has a contract through Title IV, Part A to provide for afterschool anti-stigma clubs with Bring Change to Mind. • Title IV, Part A reserve funds were used to launch the first cohort of trainers for the Adverse Childhood Experiences ACEInterface to provide statewide support to LEAs, community and faith-based organizations, community providers, and interested stakeholders around Indiana to distribute best-practices in empowering communities to counteract trauma, something that has even more importance as we recover from the impacts of COVID-19. • IDOE hosts an annual "Whole Child Summit" where LEAs gather to discuss social-emotional impacts on academics and youth outcomes. • Afterschool and out-of-school-time supports are provided through existing 21st CCLC funding through a Peer Support Partner project where best practices identified by IDOE are then

	used to provide peer-to-peer support where grantees support others in implementing activities, build data analysis processes and procedures, and assist LEAs as they work to implement afterschool programs as part of ESSER funds. ● Additionally, IDOE utilizes 21st CCLC set-aside funds for access for all grantees to the Indiana Afterschool Network Afterschool Locker, a hub of activities and best practices to support immediate implementation at the local level. ● IDOE Title Grants and Supports utilized federal funding to support an internal Data Specialist and Coach to ensure both internal capacity for data collection and analysis is built in addition to providing similar support to LEAs and external partners. This position will have increased importance as we collect and analyze statewide data to target those students who were most impacted by the pandemic and those unable to access remote or virtual learning opportunities. This position also supports identification and implementation of evidence-based interventions that are employed to support all students, including disadvantaged student groups. ● Title IV Part A funds are being utilized to create and implementa statewide universal social-emotional learning screener for Indiana students. These funds will be providing 100,000 student surveys, grades 3-12. In order to ensure we address earlylearning (K-2) ESSER funding will be supplementing thisproject to add 25,000 additional surveys for year one. ● State reserve funds from Title IV, Part A are being utilized to create a toolkit to assist the field in supporting educator wellness. The IDOE Educator Wellness Toolkit can be utilizedby LEAs in addition to guidance on providing interdisciplinary social-emotional learning, specifically through the arts. This helps ensure all learners have access to evidence-based social emotional and mental health support.
McKinney-Vento	● During the pandemic, IDOE has been provided a virtual McKinney Vento 101 to provide the opportunity for liaisons to complete a basic level of training 2- 90 min. sessions. ● The IDOE McKinney-Vento staff utilize virtual liaison Office Hours via WebEx / teams. The calls provide updates for liaisons and the remainder of the calls are used to staff questions that the liaisons bring or provide feedback on implementation. Those call notes are posted on the Liaison landing page so thatliaisons who miss the call can see the review of resources. ● IDOE McKinney-Vento hosts a resource share with all liaisons by summarizing any important info and great resources sharedby NCHE or SchoolHouse Connection by sending to all liaison contacts- this monthly resource share has included invitations from NCHE and SHC to participate in pandemic-related professional development opportunities to ensure the needs of

	students experiencing homelessness are being met. ● IDOE is preparing an on-line self-guided Moodle Liaison certification course – all stateside liaisons will be required to complete that training in the fall of 2021 (veteran liaison can test out). We intend to begin building an advanced level trainingwithin the next 6 months that will be used for continuous certification for those liaisons with 3+ years of experience. ● IDOE has been sure to share and align guidance to the Homeless Liaison Toolkit released by NCHE.
IDEA	IDOE utilizes a portion of IDEA funds to provide several regional resource centers around the state to provide technical assistance and support for LEAs to ensure they are equipped to meet the unique needs of students with disabilities and providing FAPE.
WIOA	Indiana supports entities that provide a program of training services and has been determined eligible to receive Workforce Innovation and Opportunity Act (WIOA) funding for training services through an Individual Training Account. These providers must be open to the public and one of the following types of entities: ● Institutions of higher education that provide a program which leads to a recognized post-secondary credential; or ● Entities that carry out programs registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.); or Other public or private providers of training services, which may include: ● Community-based organizations. ● Joint labor-management organizations; and ● Eligible providers of adult education and literacy activities under Title II of WIOA if such activities are provided in combination with training services described at §680.350 of the WIOA regulations.
Child Nutrition Services	IDOE Office of School and Community Nutrition is providing monthly webinars to prepare schools for a safe return to school and ensure access to quality and nutritious meals and snacks for students. Topics include summer transition programming guidance as well as Free and Reduced-Price guidance for LEAs. The webinars are hosted by IDOE and are available through the "Nutrition Scoop" newsletter. Additionally, virtual technical assistance opportunities for LEAs have been implemented as part of the monitoring and support activities.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

RESPONSE: Indiana's efforts to recover from the disruptions caused by COVID-19 will focus on expanding access to high quality educational opportunities for Hoosier students, with an emphasis on addressing gaps in access that have prevented students from achieving their full potential. , Indiana has organized recovery efforts into three pillars – Student Centered, Educator Centered, and System Centered - which reflect the state's commitment to creating an education and talent development continuum that affords each and every student with the quality and purposeful educational opportunities they need to create lifelong success. In designing these initiatives, Indiana is committed to meeting the requirements outlined in section 2001(f) of the American Rescue Plan Act of 2021.

Improving learning outcomes for students and accelerating learning trajectories to accelerate learning outcomes in response to COVID 19 and beyond.

Informed and influenced by the impact of COVID-19, Indiana has developed a comprehensive approach to improving learning outcomes for all Hoosier students. At its core, Indiana's vision for COVID-19 recovery and beyond is to ensure every student is equipped with the skills, competencies, and agency needed to actively pursue a college or career pathway that fits their interests and lifelong goals.

STUDENT
LEARNING & OPPORTUNITY

Today's one-size-fits-all high school diploma no longer holds the postsecondary currency it once did, and the COVID-19 pandemic has only accelerated the ongoing digital transformation and increased the demand for more rigorous postsecondary credentials. As such, IDOE will invest federal COVID 19 relief funds in a series of initiatives meant to accelerate learning outcomes for high school students. These will include strategic investments to support and incentivize more students to complete the rigorous Indiana College Core, earn high-wage, high-demand industry certifications, and ensure students have the academic support necessary to be successful when they step on a college campus in the fall through targeted summer bridge initiatives.

At the elementary level, Indiana is committed to strengthening learning outcomes for students with a focus on primary literacy and building the foundations for postsecondary success. The ability to read proficiently by the end of third grade is one of the strongest indicators of long-term academic success, that is why IDOE will direct relief funding towards addressing gaps in primary literacy that existed before and because of COVID-19. These efforts may include supporting evidence-based, targeted literacy interventions including small group and one-on-one tutoring, promoting curriculum and instructional strategies based on the science of literacy, and strengthening our ability to effectively measure student progress using high-quality formative assessments.

Additionally, IDOE will strengthen the connection between traditional academic outcomes and critically important employability skills/competencies. Indiana's COVID-19 recovery efforts will highlight best practices regarding how schools are helping students in grades four through eight

engage with college and career readiness concepts. IDOE will build a system to ensure students, parents and counselors can define which pathways or alternatives are available for students based on current coursework so that students and families can begin making informed choices about their postsecondary pathway early in their academic career.

EDUCATOR
TALENT, QUALITY, & VALUE

Elevating the teaching profession through support and recognition and recruiting the next generation of Hoosier educators through programs targeted at underrepresented populations and program areas.

Indiana's efforts to support educators as they recover from the impact of COVID 19 will focus on investing in their continued development as educators and recruiting new teachers to the profession to address shortages in teachers that are racially and ethnically diverse, as well key content areas.

In response to COVID 19, schools across the state of Indiana closed and shifted to virtual instructional models with little notice. Educators were forced to learn new digital platforms and develop different ways to engage students in direct instruction. In many instances, through personal innovation and ingenuity, educators implemented new and effective strategies to engage students in this new learning environment and learned invaluable lessons that will strengthen them as professionals. The IDOE is committed to conducting research and capturing these lessons learned, along with other best practices emerging from the pandemic, to ensure these effective strategies lead to increased learning opportunities for students well into the future. The IDOE will invest in thoughtful and strategic plans that lead to new and effective instructional models. These models will build on lessons learned during the pandemic to expand what it means to be a teacher in Indiana, opening doors to the profession for candidates who want to teach but may not be able to commit to the current traditional school day schedule.

The IDOE will also invest in strategic initiatives targeted at attracting more students into the teaching profession. In coordination with the IDOE's efforts to reimagine K-12 pathways, Indiana will focus on developing and expanding successful teacher cadet programs that engage students early in their high school career and puts them on a trajectory to be a teacher in Indiana. These programs will focus on underrepresented communities to increase the number of male educators, low-income educators, and racially and ethnically diverse educators in the teaching profession. Additionally, IDOE will invest in programs that support teachers to pursue licensure in certain shortage areas such as special education to help teachers transition from an emergency certification to an initial practitioner's license.

SYSTEM
ALIGNMENT & CAPACITY

Developing an ecosystem to support capacity-building in communities to foster cross-sector collaboration and reimagine education opportunities for Hoosier students and strengthen pathways to postsecondary success.

IDOE, along with our partners at the Department of Workforce Development and the Commission for Higher Education, aims to expand access to high quality educational opportunities for Hoosier students with a focus on establishing meaningful and rigorous K-12 pathways that equip students to thrive in a prosperous state economy and enjoy lifelong success. By promoting cross-sectional collaboration between K-12, higher education, local community organizations, and workforce leaders, Indiana can transform the state's K-12 education system into a model that prioritizes knowledge, skills, and competencies beyond the classroom and provides a meaningful pathway towards postsecondary success for every student.

In many ways, this initiative is the driving force for all the others and serves as the vision all other efforts will pursue; however, it will require intentional effort to promote and scale best practices and invest in bold ideas that bring stakeholders to the table that have traditionally not been invited. Which is why IDOE intends to focus relief funding to promote and foster an environment conducive to innovation. These efforts will be supported by competitive grants that encourage K-12 leaders to partner with local community organizations and local employers to design and execute career pathway programs that expand beyond the classroom and rethink the traditional school day to incorporate meaningful out-of-school learning opportunities. IDOE will collaborate with other state agencies to review existing work-based learning programs and other non-traditional education opportunities like Jobs for America's Graduates (JAG) and integrate that programming into a more comprehensive pathway that provides support for students even after they finish high school.

We also know that the opportunities a student has in high school are inextricably linked to the success they have in kindergarten through grade eight; so, IDOE will aim to support and incentivize innovative strategies to improve the rigor and relevance of career exploration and engagement, so more students have a clear understanding and vision of their own personal pathway towards postsecondary success, be that through entering employment, enlistment, or enrollment. As with high school, kindergarten through grade eight will require creative programming that leverages out-of-school learning time and partnerships with non-educational entities to help students build the foundation and identify a desired pathway for their educational journey. The department will encourage these systemic shifts by supporting local communities who wish to design and implement programming aligned to this vision through ongoing technical assistance and competitive grant programs.

Recognizing the unique challenges associated with tracking student attendance and mode of instruction, IDOE developed a system for tracking and reporting student attendance in a virtual environment. As a result of this early action, IDOE has comprehensive data on student attendance and participation in the online environment. These data will be organized into school- and corporation-level reports and used to target COVID-19 relief programming to students who may have missed a significant amount of instructional time due to the pandemic.

The IDOE is considering several specific initiatives within each of these three pillars to meet the three State-level reservations required in the American Rescue Plan, which include:

(D1i) Evidence-based Interventions to Address the Impact of Lost Instructional Time (no less than 5% of total allocation):

- **Center for Excellence & Digital Learning –** Targeted effort to strengthen access to and quality of virtual learning across the state of Indiana. These initiatives Initial findings from IDOE's Academic Impact Study have revealed that students who experienced virtual instruction in 2020-2021 for most of the school year lagged their peers who were in-person most of the year.

- **Indiana College Core Initiative –** This program will provide graduating Indiana high school seniors in the class of 2021 free access to college courses needed to complete the rigorous Indiana College Core credential prior to entering a college of university. Lost instructional time caused by COVID 19 mitigation efforts left many students across the state are one or two courses away from completing this rigorous credential. This initiative targets those students to get them across the finish line before they complete high school, resulting in significant cost savings for students and families.

- **Regional Pathway Innovation Fund -** Competitive grant program to incentivize and support local communities to reimagine educational opportunities for Hoosier students with a focus on establishing meaningful and rigorous K-12 pathways to maximize lifelong success for Hoosier students. By promoting cross-sectional collaboration between K-12, higher education, local community organizations, and workforce leaders, Indiana can transform the state's K-12 education system into a post-industrial model that prioritizes knowledge, skills, and competencies beyond the classroom and provides a meaningful pathway towards postsecondary success for every student.

- **Suite of Multidisciplinary Course Frameworks** – The IDOE will support the development of a statewide and regional solutions to course access challenges. We know that disruptions caused by COVID 19 mitigation efforts limited student access to educational opportunities over the past 18 months. The IDOE is committed to addressing gaps in access to high quality courses that disproportionately impact historically marginalized student subgroups, so that all students, regardless of where they attend school, can pursue an academic pathway of their choosing.

(D1ii) Addressing the disproportionate impact of COVID 19:

All initiatives aimed at addressing the impact of lost instructional time funded through ESSER III will be strategically targeted towards those students who were most impacted by COVID 19. The IDOE will prioritize applications for competitive grant programs that target each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. Moreover, the IDOE will use the findings from Indiana's Academic Impact study to target SEA-led initiatives towards students and communities most impacted by COVID 19 in Indiana.

(D2i) Evidence-based Summer Learning & Enrichment Program (No less than 1% of total allocation):

- **Student Learning Recovery Grant** – The Indiana General Assembly Allocated $150M in state funding to support accelerated learning programs over the summer for students most impacted by COVID 19. The IDOE is currently monitoring the effectiveness of these programs and is

considering additional rounds of this grant program funded through ESSER III funds. Program applicants will be asked to demonstrate how their proposal is targeted towards students most impacted by COVID 19.

(D2ii) Addressing the disproportionate impact of COVID 19:

The IDOE plans to fund a diverse set of locally driven accelerated learning initiatives that are aligned to the unique needs of students, specifically those students that have been disproportionately impacted by COVID 19. The IDOE will prioritize applications for this competitive grant program that target one or more of the following: each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. Moreover, the IDOE will use the findings from Indiana's Academic Impact study to target SEA-led initiatives towards students and communities most impacted by COVID 19 in Indiana.

(D3i) Evidence-based Comprehensive Afterschool Programs (no less than 1% of total allocation):

- **Re-Imagining Enrichment, Academics, and Community Health (R.E.A.C.H.)** - The R.E.A.C.H Grant program aims to increase access to high-quality out-of-school time programming for economically disadvantaged youth with opportunities for academic achievement, character enrichment, and other activities designed to complement the youth's regular academic program and social-emotional development. This grant opportunity is designed to provide funding for a year-round, high-quality out-of-school time program.

(D3ii) Addressing the disproportionate impact of COVID 19:

The IDOE plans to fund a diverse set of locally driven, out-of-school learning and enrichment initiatives that are aligned to the unique needs of students, specifically those students that have been disproportionately impacted by COVID 19. The IDOE will prioritize applications for this competitive grant program that target one or more of the following: each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care. Moreover, the IDOE will use the findings from Indiana's Academic Impact study to target SEA-led initiatives towards students and communities most impacted by COVID 19 in Indiana.

(D4) Emergency Needs

The IDOE will reserve some of the State set-aside to address emergency needs associated with Indiana's response to COVID 19. This situation is fluid and the IDOE continues to monitor academic and other data to inform our ongoing response, the following projects are under consideration:

- **Teacher Pipeline Strategy** – This strategy may consist of multiple projects, including IDOE initiative to increase number of licensed special education teachers in shortage areas related to special educations and students with special needs, investing in teacher cadet programs targeted at attracting underrepresented candidates into the teaching profession while they are still in high school, and supporting innovative strategies to increase teacher-sharing agreements to address challenges with credentialing dual credit and other high-need areas.

- **Supplemental grants to new/small LEAs and adult high schools** – The IDOE may use part of the SEA set-aside to support new and small LEAs in their emergency efforts to respond to the impact of COVID 19. These LEAs may receive very little or no formulaic funding through

ESSER III, yet they still have significant needs. Additionally, adult high schools in Indiana serve several students that are not included in the count of eligible students for the Title I formula. These supplemental grants will ensure Indiana's adult high schools receive the resources necessary to support all their students overcome the impact of COVID 19.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. <u>LEA Plans for the Use of ARP ESSER Funds</u>: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:

   i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

RESPONSE: IDOE has set June 25, 2021, as the due date for ARP ESSER plans, which is not later than 90 days after receiving final allocations on May 24, 2021. More time is available upon request with support by IDOE federal grant specialists. IDOE will require a description of how the LEA will be implementing mitigation strategies that follow, to the greatest extent practicable, CDC guidance on mask wearing, allowing for physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities and ventilation, contact tracing in combination with isolation and quarantine and in collaboration with state and local health departments, diagnostic and screening testing, and appropriate accommodations for students with disabilities with respect to health and safety policies.

IDOE will provide guidance to LEAs to publicly post their ARP ESSER plans on the LEA's public website. Additionally, IDOE will monitor for compliance through updated subgrantee monitoring processes and procedures to require documentation demonstrating that the LEA plan for ARP ESSER funds is made available to the general public. IDOE will update the consolidated federal grant risk assessment to include ARP ESSER indicators to identify those LEAs at greatest risk of non-compliance. This will guide the LEAs selected for monitoring. IDOE will also update the consolidated federal grants monitoring policies and procedures to include documentation to address indicators that ensure LEA has posted return to in-person instruction plans by June 24, 2021, which is the deadline for all LEAs to have publicly posted plans as awards were issued May 24, 2021. Any issues of non- compliance will be identified through this monitoring process and addressed through corrective actions, including a timeline for implementation, to ensure all return to in-person requirements are met. Failure to meet corrective actions will result in additional SEA sanctions and technical assistance to ensure compliance.

   ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or

summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

RESPONSE: As part of the ARP ESSER application, IDOE will require LEAs to describe the activities intended to address learning loss to ensure the implementation of evidence-based activities in addition to a budget specific to this 20% set-aside, which will be a required budget form prior to final approval in accordance with section 2001(e)(1).

 iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

RESPONSE: All LEAs will be required to provide a narrative description, staffing list, and budget for the remaining funds. IDOE grant specialists will review all proposed activities are evidence-based, each is reasonable, allocable, and necessary consistent with section 2001(e)(2) of the ARP Act.

 iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

RESPONSE: All LEAs will be required to describe how their planned ARP ESSER activities will address the impact of lost instructional time in addition to how they will be responsive to the academic, social, and emotional needs of students (information captured in the IDOE Consolidated Pre-Application) and, specifically, how the LEA will support those student groups that were disproportionately impacted by the COVD-19 pandemic, including students from low-income families, English learners, students of color, students with disabilities, students experiencing homelessness, youth in foster care, and migratory students.

2. <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:

 i. students.
 ii. families.
 iii. school and district administrators (including special education administrators); and
 iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

 i. Tribes.

 ii. civil rights organizations (including disability rights organizations); and

 iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the

use of ARP ESSER funds and take such input into account.

RESPONSE: As part of the ARP ESSER application, LEAs must ensure that they have engaged in meaningful consultation with stakeholders including, but not limited to the groups described in 2i-iv of this application. As part of consolidated monitoring, IDOE monitoring protocols and procedures will be updated to include indicators and require documentation that the LEA engaged in meaningful consultation with stakeholder groups. Any issues of non-compliance will be identified through this monitoring process and addressed through corrective actions, including a timeline for implementation, to ensure all return to in-person requirements are met. Failure to meet corrective actions will result in additional SEA sanctions and technical assistance to ensure compliance.

Through guidance materials and FAQs, IDOE communicated the expectation that all LEA plans are to include consultation in the creation of the LEA ARP ESSER plan. Each applicant will assure they have engaged stakeholders in the development of the plan. IDOE will update ARP ESSER monitoring policies and procedures to include documentation of the stakeholder input. IDOE will provide additional support, including corrective actions as needed, to ensure LEAs are providing the opportunity to provide input.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:

   i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed.

RESPONSE: IDOE has provided training on the effective use of ESSER and state, local, and other federal grant programs can effectively be utilized to provide evidence-based programming. Additionally, the IDOE ESSER website offers a creative space where LEAs can view a list of priority evidence-based interventions. In addition to providing resources, IDOE also provided the research and evidence that support the implementation of these activities.

Upon submission of an ARP ESSER plan to IDOE, the Division of Title Grants and Support will receive a specialist and director-level review to ensure LEAs are budgeting ARP ESSER funds on evidence-based interventions, including but not limited to those specified in IDOE ESSER guidance.

To ensure internal collaboration to support LEAs, IDOE Title Grants and Supports is housed in the Student Pathways and Opportunities Division, which includes both offices of Accountability and School Improvement. This will better position IDOE to truly provide comprehensive support and ensure interventions lead to improved outcomes for students as we both address learning loss and accelerate learning.

As part of annual reporting on the use of ARP ESSER funds, IDOE will collect data regarding improved student outcomes as part of ESSER implementation and provide targeted support to those LEAs through existing IDOE content-area supports to meet the needs of disadvantaged student populations.

ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

   a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years.

   b. Students who did not consistently participate in remote instruction when offered during school building closures; and

   c. Students most at-risk of dropping out of school.

RESPONSE: Upon completion of the learning loss study and analysis of the data, IDOE will then be able to assist LEAs in identifying those students who were disproportionately impacted by the pandemic and loss of in-person instruction. This data will be disaggregated by IDOE to identify the specific groups mentioned in A.3.i-vii. IDOE will then be best able to identify which groups were most impacted, the magnitude of impact on each group, and better inform the technical assistance provided by IDOE Offices of School Improvement, Special Education, English languagelearning and Special Populations, and Social-Emotional and Behavioral Wellness to identify and support students who missed the most in-person instruction, those who did not consistentlyparticipate in remote instruction, and students most at-risk of dropping out.

IDOE will be utilizing the ARP Homeless Children and Youth funding to support identification of students who are housing insecure as this population is most at risk of dropping out. Additionally, IDOE will include a data collection and management system in conjunction with the activation of local Community Navigators to better provide wraparound services for students who are housing insecure.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:

   i. Allocating funding both to schools and for districtwide activities based on student need, and

   ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out of-school suspensions) and creating a positive and supportive learning environment for all students.

RESPONSE: The IDOE Office of Title Grants and Support currently utilizes a consolidated Pre-Application for all federal funding. As part of the pre-application, each LEA describes how activities are targeted to providing supports for the students most in need, including educationally disadvantaged student groups. For example, the LEA must include their plan for provision of English language development policy for all language levels as well as what practices the LEA employs to reduce the use of exclusionary discipline measures and provide a supportive learning environment for all students. As this information is already collected for each LEA, it will be

utilized for ARP ESSER funds in addition to existing title programs to describe the LEA's educational programming and how it meets the needs of all students in an equitable manner.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

   i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

Table F1.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	According to the IDOE Licensing report, in SY 2019-2020, IDOE issued 568 emergency permits for mild intervention and 73 emergency permits for Intense Intervention.	Having staff adequately trained in the unique needs of students with disabilities will be vital to providing supports to both address learning loss and accelerate learning to recover from the impacts of COVID-19. Additionally, the IDOE Job Database has over 200 special education positions listed as unfilled.
Bilingual educators	Total number of bilingual certified teachers during SY 2019-2020: 48	Currently there are 31 Dual Language programs in Indiana, with more being added each year via our DLI grant. The key to a successful DLI program is its consistency from grade level to grade level – this requires annual growth of the program, often by a grade level each year. Ideally this leads to a K-12 DLI model where there is no drop-off in the instructional model (i.e., if DLI only goes from K-3, it has minimal impact); research has shown that this continuity of a strand is critical to have the desired impact. Due to the increasing volume of programs, and their need to continue to expand, the need

		for Bilingual Certified teachers remains high. With 48 certified bilingual educators spread across 31 programs, bilingual educators will continue to be an area of focus for existing efforts by IDOE to increase licensure numbers through financial support for educators and programs.
English as a second language educators	As of May 12, 2021, there are 178 LEAs are still in transition to meeting this requirement. Overall, Indiana has 73,148 English learners and 1,203 active EL licenses. This results in a student to teacher ratio of 60:1. IDOE has a goal of maintaining a ratio of no more than 30:1.	IDOE is currently transitioning to new requirements to be fully enacted by 2023 which will require every English learner to have a teacher of record (TOR) to ensure equitable access to teachers who are adequately trained in English language acquisition. Currently, 178 LEAs are still in transition to meeting this requirement. Overall, Indiana has 73,148 English learners and 1,203 active EL licenses. This results in a student to teacher ratio of 60:1.
STEM educators	In 2019-2020, IDOE issued 236 emergency permits for mathematics and 128 for general Science. Another 82 emergency permits were issued for Life Sciences specifically.	STEM fields represent three of the top 10 content areas for which Indiana issued an emergency permit.
CTE educators	In 2019-2020, IDOE issued 78 emergency permits for CTE educators (Agriculture, Business Technology, Health Occupations, Marketing, Occupational Family and Consumer Sciences, Trade and Industrial Education, and Business Information Technology).	With many students having faced disrupted in-person learning during COVID, many CTE programs were adversely impacted. To accelerate learning and address learning loss, employability skills will be needed to ensure students have the tools and experience to participate fully in a modern workforce. The high number of emergency permits shows the difficulty in securing staff who are adequately trained, meaning underserved student populations will continue to lack equitable access to CTE.
Early childhood educators	Indiana has a rate of issuance of emergency placements	With nearly one in four early childhood educators receiving emergency

	(EPs) for early learning educators approaching 25%. 2019-2020 EPs: 49 2019-2020 Professional Educator Licenses: 197	placement, equitable access to high-quality early childhood educators is a priority to accelerate learning and address learning loss that impacted early childhood education, creating a disadvantage to accelerating their learning as they enter K-12 education. One implication of program closures due to COVID-19 is a decrease in the early care and education workforce. In past reports, the Early Learning Advisory Committee (ELAC) has highlighted the shortage of early care and education teachers. While Indiana does not have data available on the number of jobs lost, there is national data that can provide insight. Based on national data available, "between February and April 2020, the industry lost 370,600 jobs, over a third of its workforce, with women accounting for 95% of those losses. Between April and July, only about 4 in 10 (42%) of the lost jobs returned. Through funding from Family and Social Services Administration (FSSA), the Indiana Association for the Education of Young Children (INAEYC) offered the Temporary Assistance Grant for Early Education and Care Employee Recruitment and Retention to support maintaining current staff and recruiting new staff. Indiana early care and education programs were eligible to apply for funding if they were licensed or registered, in good standing with FSSA, and open with children in attendance on or before June 14, 2020. INAEYC received applications from 1,010 programs and awarded grants to 773 programs located in 76 out of the 92 Indiana counties. The grants provided $300 toward the costs associated with recruiting to fill a new position, $300 paid as a bonus to each full-time employee retained, and $150 paid as a bonus to each part-time employee retained. INAEYC provided just over one

		million dollars for retention of current early care and education employees, and nearly $350,000 went to recruitment of new staff. An additional $104,000 was awarded to 112 programs for blended funding efforts to support both recruitment and retention.
School counselors	In Fall 2020-2021 there were 2,069 school counselors in Indiana public schools which serves over 1 million K-12 students.	The American School Counselor Association (ASCA) recommends a ratio of 250 students per counselor. According to the most recent data from ASCA, Indiana's ratio is 486 students for each counselor. School counselors are individuals who are certified/ licensed with a master's degree in counseling. School counselors promote student engagement and learning, provide social and emotional support, promote positive school culture, and help students navigate college and career readiness and success. Source: https://www.iyi.org/wp-content/uploads/2021/03/2021_IYI_Data book_FINAL.pdf
Social workers	Fall 2020-2021= 291 school social workers in Indiana public schools which serves 1.1 million K-12 students.	In Indiana, there are 620 people for every one mental health provider. Mental health providers include psychiatrists, psychologists, licensed clinical social workers, counselors, family therapists, mental health providers that treat substance abuse, and nurses specializing in mental health care •Indiana is ranked 28th for the prevalence of mental illness among youth. • 53% of Hoosier youth who had major depression did not receive any mental health treatment, 6.6 percentage points below the national percentage of 59.6%. • 7.1% of Hoosier children with private insurance did not cover mental or emotional problems, slightly below the national percentage of 7.8%. • 50.8% of Indiana children received treatment or counseling from a mental health professional in the past year, 2.4

		percentage points below the national percentage of 53.2%.
Nurses	Indiana Academic Code recommends one registered nurse for every 750 students. Currently, Indiana's ration is closer to one RN to 917	Indiana Academic Code (IAC) recommends one RN for every 750 students. A recent survey showed that Indiana has one RN for every 917 students, but this number is likely higher. With COVID-19 schools have needed to supplement their nursing services as many more responsibilities were added onto the nurses' workload- assessing, referring, tracking ill staff/students; identifying close contacts; isolating and quarantining identified persons; reporting positive cases and close contacts into the Indiana Department of Health (IDOH) school portal - these will all continue into the next school year with additional responsibilities of assisting and/or administering vaccine to students as well as testing and tracking the vaccine status for staff/students. This is on top of the normal duties of a school nurse - caring for injured, managing care of students with chronic health conditions, conducting screenings, etc. Additionally, IDOE anticipates that this coming year nurses will spend more time ensuring students obtain their required school immunizations as many students are not up to date as well as increased numbers of students will be visiting the nurse due to social, emotional and mental health issues.
School psychologists	Fall 2020-2021= 469 school psychologists in Indiana public schools serving 1.1 million K-12 students.	The post-pandemic recovery for students will need to include evidence-based interventions to help support the social-emotional and mental health of students to ensure each is prepared for learning both academic and social-emotional learning (SEL) needs. School psychologists and other professionals who provide wraparound services and supports.

ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of

shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

RESPONSE: The IDOE annually publishes an Indiana Licensure Report which is available to each LEA and the public. Moreover, the IDOE required LEAs to submit assurances associated with their ESSER I and ESSER II allocations that they would, to the greatest extent practicable, continue to pay its employees and contractors during the national emergency caused by COVID 19. Any LEA that did not provide that assurance was required to provide a detailed explanation to justify any lay-off or contract termination related to the impact of COVID 19. Moreover, Indiana continued to fully fund state tuition support payments to schools despite the shutdown.

iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide highdosage tutoring or implementing residencies for teacher candidates).

RESPONSE: IDOE will be initiating a program with a local college or university to provide over $2.5 million in ARP ESSER funds and IDEA, Part B funds to support licensure in high-need areas based on the Indiana Licensure Report. This report is made publicly available to assist LEAs in identifying gaps in licensure and identify high-need areas. This program will have the goal of supporting licensure in special education and build on existing English learning licensure with the goal of assisting over 500 educators in securing adequate licensure and avoid emergency placements for high-need areas.

IDOE has instituted a requirement that, by the 2022-2023 school year, each LEA must have a teacher of record who has been adequately trained in English language development through coursework or through previous experience. Currently, IDOE has made funds available for English learning and high ability licensure. IDOE is supporting this licensure program with over $2.2 million from Title II and III state set-aside funds to contract with 13 higher education institutions. Thus far, 412 teachers have been approved to participate in the program, which will be an advancement to ensuring the needs of all English learners will be met with staff who are adequately trained.

2. <u>Staffing to Support Student Needs</u>: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g., hiring additional personnel or freeing up these staff to focus on providing services to students).

RESPONSE: IDOE will be initiating a program with a local college or university to provide over $2.5million in ARP ESSER funds and IDEA, Part B funds to support licensure in high-need areas based on the Indiana Licensure Report. This report is made publicly available to assist LEAs in identifying gaps in licensure and identify high-need areas. This program will have the goal of supporting licensure in special education and build on existing English learning licensure with the goal of assisting over 500 educators in securing adequate licensure and avoid emergency placements for high-need areas. This supplements the existing English learner and high ability

licensure program described in ii-iii to increase student access to key support staff within buildings.

IDOE recently (May 14, 2021) provided a survey for LEAs to identify up to ten subject areas or grade levels in which they consistently face challenges in staffing and locating qualified staff. Specifically, LEAs will identify the number and nature of vacancies left unfilled more than 90 days during the 2020-2021 school year. These results are pending and will be filtered to determine the unique needs facing the wide variety of schools in Indiana, specifically urban, rural, suburban, traditional public schools, and charter schools so that IDOE may better develop resources to support LEAs in filling high-need positions statewide.

The State of Indiana proposes to develop a community of practice across those LEAs that choose to engage teacher preparation programs in the development of funded residencies. This approach has been successful in other states in supporting high-quality residency development. IDOE has piloted this type of practice through the implementation of it's Grow Your Own 1-2-1 Pilot Residency Program.

Both Grow Your Own and other residencies have the power to reduce turnover and serve as a remedy for the lack of diversity in the workforce and to address teacher shortages, especially in hard-to-staff schools and certification areas.9 Residencies have the power to reduce turnover because they allow teacher candidates to spend substantial time in the classroom and their school communities before leading a class independently. Residents develop professional networks of support, become familiar with district priorities and initiatives, and become working members of the whole school community.

Grow Your Own programs are powerful tools to cultivate potential teachers with deep and shared cultural understanding of the students they will eventually teach. The State of Indiana is dedicated to promoting and supporting both Grow Your Own and other residencies and seeks to ensure each teacher preparation program has a plan in place for recruiting diverse candidates who meet employment needs. Locally developed plans in partnership with local schools, leaders, and various stakeholders will help ensure interested candidates, including adult learners and career changers, have an economically viable option toward licensure.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

    i. Student learning, including the academic impact of lost instructional time during

the COVID-19 pandemic.

ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys).

iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels).

iv. Jobs created and retained (by position type).

v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and

vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

REPONSE: (i) Upon completion of the learning loss study, IDOE will have access to data measuring the impact of lost instructional time during the pandemic and disaggregate this information for all student groups. This will ensure both IDOE and LEAs have the capacity to identify those students that were disproportionately impacted by the loss of in-person instruction.

(ii) IDOE currently has the capacity to collect many "opportunity to learn" measures on a daily basis and utilizes the data to support LEAs and identify areas of need. Measures such as chronic absenteeism, use of exclusionary discipline, and operational status will be accessible in real-time. Additional measures, such as staffing and licensure reports to gauge equitable access to high-quality staff (including counselors and instructional staff), and annual technology survey data will be collected through existing collection routes and used to supply the requisite data for reporting purposes.

(iii) IDOE currently has the ability to track applicable and necessary fiscal data. This includes the ability to track obligated funds, expended funds, and track per-pupil expenditures at the LEA and school levels.

(iv) IDOE will utilize existing data collections (including the Certified Position data collection) to be able to gather data related to LEA staffing and the impact of funds on the number of positions created and retained. Additionally, IDOE has incorporated data reporting requirements on the number of FTEs as part of the CARES Act that will be included in any necessary data reports for ARP ESSER funds.

(v) Having the capacity to measure the return on investment and impact of all programs is paramount to IDOE's strategic implementation of all COVID relief funds. IDOE will have the capacity to track the participation in summer school and afterschool thorough existing data collections, as in the case with summer programming, and through incorporation into the existing statewide afterschool tracking of regularly attending participants (RAPs).

(vi) IDOE will comply with all data requirements listed in Appendix B and those required by the Secretary. LEA reporting will be designed to provide data that will be collected by IDOE and disaggregated by student groups to determine the impact of these funds.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

RESPONSE: IDOE will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds by various methods to ensure federal compliance. IDOE has internal policies and procedures in place to ensure all documents including but not limited to contracts and reimbursement requests are reviewed and approved by multiple staff members. Additionally, IDOE conducts reimbursement reviews, as well as desktop and onsite monitoring determined by risk assessment results.

Financial monitoring of all subrecipients receiving ARP ESSER funds, will be accomplished by collection and analysis of data to detect deficient controls, duplicated effort, fraud, or non-compliance with laws, while implementing federal regulations and management policies. Testing of general ledgers, financial statements, established policies, time and effort reports, cash management records, inventory, and/or other information will be reviewed to ensure compliance. In the event any areas are found to be out of compliance, IDOE will impose corrective action(s). Corrective action follow-up and verification is required as part of the monitoring process and will be conducted at time intervals relevant to the assigned action. It is the expectation of IDOE, that all corrective actions be satisfied, by indicated timelines.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

RESPONSE: The following data are from the last available period for the 2020-2021 school year and was collected. Please note that IDOE is transitioning to a new data management system and the data below represent those schools that have been fully onboarded to the new system requirements. IDOE intends to have all schools onboarded by the 2021-2022 school year to ensure accurate and real-time data. The data for both Table 1 and Table 2 were collected via the Data Exchange system for mode of instruction and 2021 Pupil Enrollment for demographic assignments.

Table 1 In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Number of schools	Total schools	Offered to all students	Offered to some students	Not offered
Remote or online only	4	4	0	0
School buildings open with both remote/online and in-person instruction (hybrid)	16	16	0	0
School buildings open with full-time in-person instruction	751	751	0	0
School buildings offering remote or online instruction only due to COVID	10	10	0	0

Table 2 In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

RESPONSE: Please note this data includes those schools that have on-boarded to IDOE's new data management system. As of May 12, 2021 1,419 schools were not yet onboarded to the new system. All schools will be on-boarded by the 2021-2022 school year. The data below will be posted on the IDOE website and will be updated regularly to accurately reflect real-time data as schools onboard.

Student Subgroup	Total enrollment	Remote or online only	Both remote/ online and in-person instruction (hybrid)	Full-time in person instruction	Virtual due to COVID
Students from low-income families	158,283	839	10,259	128,009	19,176
White, not Hispanic	235,604	1,270	8,958	208,664	16,712
Black or African American, not Hispanic	36,684	423	3,969	25,265	7,027
Hispanic, of any race	48,403	282	3,461	38,914	5,746
Asian, not Hispanic	6,637	130	929	4,408	1,170
American Indian or Alaskan Native, not Hispanic	592	6	42	473	71
Native Hawaiian or Pacific Islander, not Hispanic	223	-	20	178	25
Two or more races, not Hispanic	17,243	149	1,355	13,618	2,121
English learners	24,562	57	1,543	20,428	2,534
Children with disabilities	54,855	317	3,073	46,246	5,219
Students experiencing homelessness	NA*	NA*	NA*	NA*	NA*
Children and youth in foster care	NA*	NA*	NA*	NA*	NA*
Migratory students	278	-	8	254	16

*Data on students experiencing homelessness and children and youth in foster care is collected as part of IDOE's yearend collections and is not yet available.

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools.

- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction.

- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions.

- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.

- SEA and LEA uses of funds to sustain and support access to early childhood education programs.

- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level).

- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning.

- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and

- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These nondiscrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes.

- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to: ○ Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and

  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly).

- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;

- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.

- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVID plan).

Appendix D

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Subgrants to LEAs: As referenced above in Indiana's ARP ESSER Plan, IDOE utilizes the Title Grants Consolidated Pre-Application LEA plan for ensuring equitable access to, and participation in, grant funded activities for students, teachers, and other stakeholders with special needs. This information will be included as part of the IDOE review of LEA programming and includes the provision of English language development, the supports in place to ensure the reduction of exclusionary discipline measures, and how the needs of special populations (homeless, students with disabilities, etc.) will be met and how information is provided in a language that is easily understood by parents and families. This ensures alignment between the needs and initiatives supported with existing federal funding and the LEA plan to support this work with ARP ESSER funds.

IDOE has aligned its LEA ARP ESSER application to include a description of how 90% subgrant funds to LEAs will be used to support student groups with special needs, especially those groups most impacted by the loss of in-person instruction due to the pandemic.

State set aside: IDOE will utilize a portion of ESSER funds to support a learning loss study to identify those groups with special needs that have been most impacted so that IDOE and LEAs are provided with the data and tools needed to ensure the students and stakeholders most in need are provided equitable access to accelerated learning opportunities.

Additionally, IDOE is utilizing statewide funds to provide the following suite of supports that include:

- Funding for licensing special education teachers to reduce the number of emergency licenses and current shortage of licensed staff;

- Technical assistance webinars on accelerating learning to meet the social-emotional, academic, and instructional needs for all students, including specific guidance for English learners, students with disabilities, and other student groups most impacted by COVID-19; and

- Summer learning implementation guide to support intensive summer programming designed to meet the holistic needs of students.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.