Indiana Department of Education

Title Grants and Supports Handbook

Updated June 2022

The documents included in the Title Grants and Support Handbook are intended to provide an overview of the authorizing statute, and not as an exhaustive description. This handbook should be used in conjunction with the U.S. Department of Education policy guidance, the Title Grants and Support Applications, and Title Grants and Support Monitoring Policies. Special thanks are given to all internal and external reviewers, who provided feedback and suggestions.

This document can be accessed online at https://moodle.doe.in.gov/course/view.php?id=384

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Introduction and Federal Grants Overview

The Indiana Department of Education (IDOE) Office of Title Grants and Support oversees federal and state grants and provides technical assistance and professional development to local education agencies as they implement grant programs in their local contexts. The Office of Title Grants and Support aims to strengthen education programs statewide by ensuring compliance with all state and federal grant requirements and supporting schools as they strive to meet the needs of all students in the state. Within this handbook, you will find information regarding the following programs: Title I-A; Title I-C: Education of Migratory Children; Title I-D: Neglected and Delinquent Programs; Title II-A: Supporting Effective Instruction; Title III-A and English Learner Programs; Title IV-A; 21st Century Community Learning Centers Program (21st CCLC); Charter School Program (CSP) Grants; Rural and Low Income Schools (RLIS); School Improvement Grants (SIG); Refugee School Children Impact Grant; and the Nonpublic School Ombudsman.

The purpose of this document is to provide technical assistance and serve as a resource for Program Administrators. General information about each grant appears in the main body of the document, while more specific topics have been internally linked or placed into the appendices. Each particular topic has been given a brief explanation. In some cases, links to external documents have been provided in order to provide additional resources and information. The information in this handbook is intended to be a guide, but it is not intended to be an exhaustive resource. Therefore, when questions that are not covered in this handbook arise, please contact your assigned Federal Grants Specialist to provide the most up-to-date guidance and information.

WHERE DO I BEGIN?

Assess	Conduct a Comprehensive Needs Assessment (CNA) of your LEA.
Research	Examine all Title grant opportunities that your LEA may be eligible for and that align to your CNA.
Review	Use this handbook to understand grant-specific requirements and guidelines.
Apply	Choose the appropriate grant from the IDOE Title Grants and Support landing page to apply for funding.
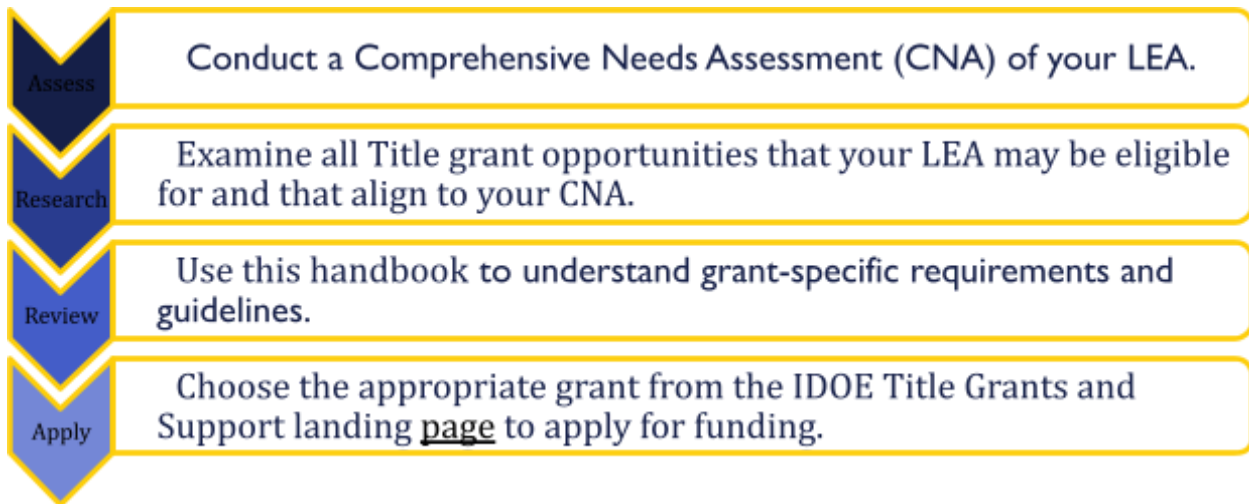
ESSA Updates and Guidance

With the passing of the Every Student Succeeds Act (ESSA) in 2015, there have been many important changes to Federal Grant Programs. The IDOE Title Grants and Supports Office has many resources available, including recorded PowerPoints, guidance documents, and other important information. For more information about ESSA updates and guidance, visit the Title Grants and Supports website.

ESSA Requirements for Fiscal Procedures to Ensure Equity

Fiscal Procedure	Definition
Comparability	This procedure ensures that Title I schools are comparable in services when compared to non-Title I schools. Districts must show that Title I schools are receiving state and local funds to provide services that are at least equal to or greater than the services being provided to non-Title I schools. The comparability requirement was not changed by ESSA statute.
Supplement not Supplant Methodology	This statement looks at how the state and local funds are distributed to schools throughout the district to make sure it is equitable that a Title I school receives all of the funding it would otherwise receive if it were *not* served with Title I funds. Common methods used by many LEAs include the district's Form 9, salary equivalence, student-instructional staff ratio, or per pupil expenditures.
Maintenance of Effort (MOE)	Maintenance of effort is a district-level test that determines whether a local education agency is providing a consistent level of financial support to public schools from year-to-year. This rule ensures that districts do not use Title I funds to shore up reductions in state and local support for public education. Before an LEA receives its Title I, Part A allocation, the SEA must determine that the district spent, in the "preceding fiscal year," at least 90 percent of the amount spent the year before, or the "second preceding fiscal year." The rule is for the most part unchanged by ESSA. The ability to request and receive approval for a waiver is rare, as it requires a change in organizational structure (e.g. two LEAs merging) or uncontrollable circumstances (e.g. natural disaster).
Example of MOE	Example of MOE: If an LEA hasn't met MOE for the second time in the preceding five years, and spent 89% of what they did last year, then the SEA must reduce that LEA's federal grants held to MOE by 1% (from 90% to 89%). Another option may be for the LEAs to ask for a waiver, but they have to petition the US ED directly. IDOE does not approve these waivers.

Highly Qualified Status

Under Every Student Succeeds Act (ESSA), teachers must be licensed and certified only as required by applicable State law, including the State's charter school law. Previously under NCLB, LEAs needed to ensure that their teachers met requirements governing Highly-Qualified Teachers (HQTs). Therefore, Highly Qualified Teacher Verification forms are no longer required under ESSA.

As under No Child Left Behind (NCLB), Instructional Paraprofessionals will maintain the same qualifications. Instructional paraprofessionals must be Highly Qualified (HQ) at the *time of hire.* All Title I funded instructional paraprofessionals in Targeted Assistance Schools (TAS) *must be HQ.* Also, all instructional paraprofessionals in a Schoolwide Program (SWP) must be HQ, regardless of funding source. Lastly, evidence of HQ status must be kept in the paraprofessional's file.

IDOE's Ed-Flex application was approved by USDOE on May 6, 2020. The following flexibility will be available to LEAs beginning with the FY 21 (School Year 2020-21) grant cycle.

- LEAs may carry over up to 25 percent of their Title I, Part A funds to the following fiscal year. This will increase maximum the Title I, Part A carryover from 15 percent.
  - Allows LEAs to utilize funding more meaningfully by providing additional time to account for extenuating circumstances.
  - Most LEAs' Title I funding is tied up in staffing - with teacher shortages, staffing is sometimes difficult to fill quickly when staff resigns.
  - Instead of the LEA purchasing large amounts of supplies and equipment with the unused funds near the end of the project period, replacement staff can be hired instead.
  - Note: For 2019-20 only, due to the CARES Act, LEAs can carryover 100 percent of their unused funds. For 20-21, the ED-Flex increases the 15 percent limit to 25 percent when approved by IDOE.
- LEAs may utilize the more flexible state defined paraprofessional requirements for highly-qualified rather than the current federal requirements.
  - ESSA allows Indiana to set its own licensure and quality requirements for certified staff but maintains federal requirements for paraprofessionals.
  - See https://www.doe.in.gov/licensing/paraprofessionals for information on previous requirements and new options.

Required HQ documentation for paraprofessionals includes: Secondary school diploma and college transcripts (two years of study); Para Pro Exam with passing score of 460 or higher; or if the person has Child Development Associate (CDA) Credential™.

Child Development Associate (CDA) Credential™

The CDA Credential™ is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. The CDA Council works to ensure that the nationally-transferable CDA is a credible and valid credential, recognized by the profession as a vital part of professional development. CDAs have knowledge of how to put the CDA Competency Standards into practice and understanding of why those standards help children move with success from one developmental stage to another. Put simply, CDAs know how to nurture the emotional, physical, intellectual, and social development of children. For more information about the CDA credential, visit the CDA Council website.

Important Due Dates

The Office of Title Grants and Supports has compiled a comparison of grant resources and calendars for LEAs to use as a guide for information regarding the deadlines and dates. This

resource will give you basic information regarding the purpose of each specific grant, information about the nonpublic equitable share, and other important information. You may access this guide by clicking here: Federal Title Grants: Side-by-Side.

ESSA Transfer Options

Local educational agencies have the option to transfer funds from both Title II-A and Title IV-A into the following funding streams:
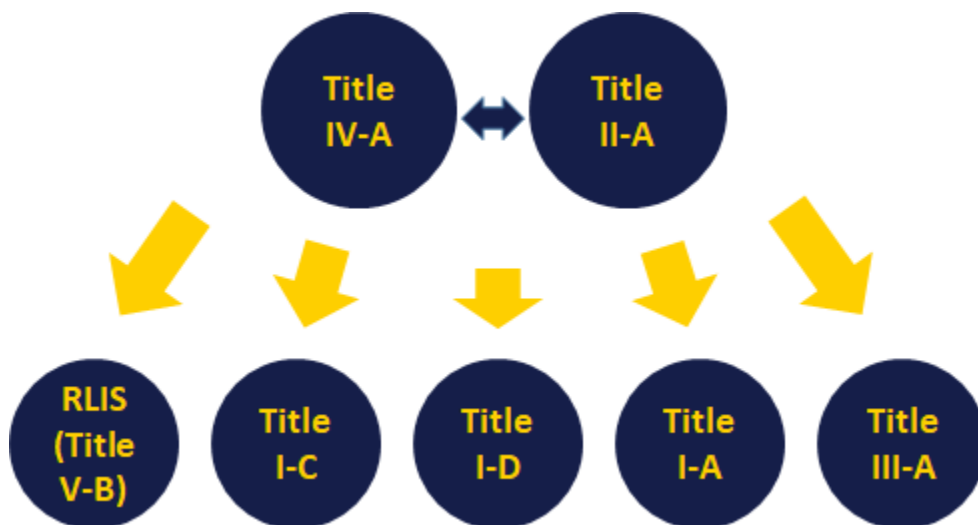
For more information about transferring funds, please refer to ESEA section 5103(b). Note that when funding is transferred into another grant, then the requirements of the recipient grant apply (please reference the Title Grants Fiscal Handbook for more information). For example, the equitable services set-aside for Title I apply to all funding (original plus any transferred funding). Prior to transferring funding, LEAs with nonpublic equitable services set-aside must include this topic in consultation in order to result in agreement.

Federal Grants Monitoring Requirements

IDOE is required to monitor LEAs receiving federal grant funds. Monitoring consists of an in-depth look at an LEA's funding documentation, programmatic features, inventory of supplies, and many other aspects of how the school uses the federal funds it receives. The purpose of monitoring is to support districts in compliance, improve programming, and share best practices. A monitoring visit may be in the form of a desktop monitoring or an on-site monitoring visit. A desktop monitoring visit involves the LEA's Program Administrator submitting a set of required documents to IDOE. During an on-site visit, a team of IDOE team members may visit your school corporation's office—in addition to one or several of the schools in the district. In both cases, LEAs that have

been monitored will receive a report summarizing the results of the review process. For more information regarding the topics that are covered during a monitoring visit, go to the Federal Grants Monitoring Appendix, as well as links to other online resources below.

Nonpublic School Ombudsman and Nonpublic Guidance

The Ombudsman works in partnership with the Office of Title Grants and Support, a division of IDOE. The Title Grants and Support team serves as the lead in providing technical assistance to public and nonpublic school officials regarding equitable services.

The purpose of the Ombudsman is to monitor and enforce the equitable service requirements under ESSA while also addressing any concerns or complaints. This includes developing a process for receiving documentation of the agreed upon services from the LEA. The scope of the Ombudsman expands to include all programs that provide equitable services to nonpublic school students by monitoring and enforcing equitable services requirements under Title I-A and programs governed under Title VIII: Title I-C; Title II-A; Title III-A; and Title IV-A and IV-B. Visit the Ombudsman website for more information.

For more about Nonpublic Equitable Services, visit the Nonpublic Equitable Services Appendix.

Nonpublic Equitable Services

LEAs must consult with nonpublic schools to ensure that Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and 21st Century Community Learning Center (21st CCLC) services are provided to nonpublic school students in a manner that is allowable and comparable to those provided to public school students and teachers participating in these programs.

For Title I, LEAs must consult with nonpublic schools that enroll children who *live* in the LEA Title I attendance areas. The nonpublic school could be within or outside of the LEA's geographic boundaries. The Title I Equitable Share is calculated using a per-pupil expenditure (PPE) found by using the total number of **low-income** public school students and **low-income** nonpublic school students; more details around this process are discussed in the Nonpublic Guidance Appendix.

For all other programs, the LEA must only consult with nonpublic schools that are physically located within the LEA's geographic boundaries. Unlike Title I, the Equitable Share Allocation for Titles II-IV share is calculated using the total enrollment of public school and nonpublic school students, to find an overall PPE for the LEA.

The equitable services program can be different from those provided to public school participants and are determined in collaboration with nonpublic school administrators. All nonpublic funding and programs are administered by the LEA. **No funds are provided directly to nonpublic schools**. All grants with a nonpublic equitable share must attach evidence of consultation with nonpublic schools to their grant application.

Please note that charter schools are exempt from this requirement.

For more specific information regarding nonpublic equitable services unique to each grant, including consultation, timelines, and calculation of equitable share allocations, please visit the Nonpublic Guidance Appendix.

In the rare instance when a nonpublic school has an unexpended equitable share that cannot be utilized during the period of availability, based on agreement during additional and mandatory consultation, the funds may be released to the LEA for use to other eligible nonpublic schools.

Total Available versus Total Approved

On the summary page in the grant applications that are in the Title I application center, the LEA will be able to see the Total Available and Total approved.

Total Available:	$1,061,335.75
Total Approved:	$1,006,990.62

The **Total Available** is the LEA's total *available to budget* at that time (includes the planning or final allocation, federal grant transfers, equitable share transfers in, and any carryover or special allocations). The **Total Approved** is the **amount budgeted *and approved*** on either the original application or an amended application, whichever was submitted and approved last. An LEA may budget as few as 85% of a Planning or Final Allocation. However, for **reimbursement purposes**, the LEA *must* use the Total Approved as the total reimbursable amount. The Total Approved amount indicates the budget and activities have gone through the entire approval process for which an expenditure may be reimbursed. Should an LEA request reimbursement for any amount over the Total Approved, the reimbursement will be denied. An LEA may amend its application if it wishes to utilize funds up to the amount of the Total Allocation.

Title I-A: Improving Basic Programs

Overview and Purpose

Title I is the largest single program of federal aid for elementary and secondary education. In most basic terms, Title I's purpose is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Targeted at high-poverty schools, Title I-A grant funding allows for extra academic support and learning opportunities directly to children who are failing, or most at-risk of failing, state and local standards. For extensive background information and procedural guidance regarding Title I-A, see IDOE Title I-A Appendix and Title I-A: U.S. Department of Education Federal Guidance.

Funding Eligibility and Set-aside Categories

Federal government allocate funds to states based on **Census** Poverty data.

State governments allocate funds to districts based on Census **Poverty** data.

Districts allocate funds to schools based on **Free/Reduced Price Lunch** data.
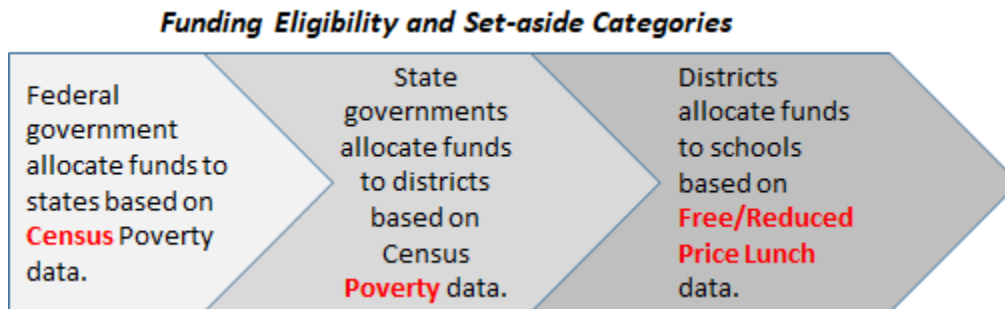
Eligibility

Schools within each LEA must be ranked by percentage of poverty from highest to lowest using a selected poverty measure, such as free/reduced lunch data. The data from the *prior* year DOE-PE (Pupil Enrollment) count is utilized for the *current* year's free/reduced lunch data. Schools that meet or exceed the district's poverty average (based on total Free/Reduced lunch counts) are *eligible* to be served. LEAs may choose to emphasize certain grade levels (e.g., elementary) and therefore may serve those grade spans only, as long as the served schools meet or exceed the district's poverty average of schools *within that specific grade span* and the schools are served in rank order by percentage of poverty from highest to lowest.

An exception to serving schools in rank order by percentage of poverty is in regard to high schools. ESSA allows an LEA to serve a high school that is 50 percent poverty or higher and rank them above elementary or middle schools, as you would a school with 75 percent or higher poverty rate.

Funding Options and Set-Asides

Portions of Title I-A funding are allowed (and in some cases, *required*) to be set aside for the specific LEA activities. The following are examples of set-aside activities that may be funded through Title I-A.

Parent Involvement (Mandatory): For LEAs with a Title I-A allocation greater than $500,000, at least one (1) percent of the total allocation is required to be set aside for parent involvement (including promotion of family literacy and parent skills). At least 90 percent of that one (1) percent must be budgeted at the school level rather than being spent solely for district-level activities.

Homeless Reservation (Mandatory): Children and youth experiencing homelessness are automatically eligible for services under Title I-A of the Elementary and Secondary Education Act (ESEA), whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. Beginning July 1, 2017 all LEAs that receive Title I-A funds must reserve (set-aside) the funds necessary to provide homeless children services comparable to services provided in Title I-A schools. In sum, each LEA is required to have "a reasonable amount of funds" set aside to meet the needs of the homeless population in the school community. Click on the following link to review the Education for Homeless Children and Youths Program Non-Regulatory Guidance.

For more guidance on homeless educational supports and determining the specific amount to set-aside, explore the Homeless Students appendices section of this handbook. In addition to the funds set aside, a completed Homeless Reservation section of the Pre-application *must be* completed.

Professional Development (Optional): Although the primary purpose of Title I-A is for direct student services, a portion of Title I funds may be used for Professional Development initiatives.

Administration (Optional): A portion of the costs of administering the Title I-A grant may be set aside at the district level, including pay differential to equalize the varying salaries of Title I-A staff at various schools.

Instructional Materials (Optional): A portion of Title I-A funds may be used to purchase instructional materials for teachers and students if they will be utilized district-wide, otherwise the funds must be placed on the school level budgets. LEAs may use this to take a portion of the budgets from the school level budgets. Some school supplies, online subscriptions, and/or technology apps may be budgeted at the district level.

Teacher Incentives (Optional): Up to five (5) percent of an LEA Title I-A allocation may be used for teacher recruitment and retention incentives at identified Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools, such as a sign-on bonus in a shortage area or a stipend to retain all effective teachers in the Title I building.

Districtwide Preschool (Optional): An LEA may set aside an amount from the LEA total allocation and distribute those funds to operate a districtwide preschool program or preschool programs at specific Title I schools for eligible children. Funds may also be reserved to support other comparable public early childhood education programs to operate Title I preschool programs, such as Head Start, Even Start, and Early Reading First.

Out-of-School Time Set Aside (Optional): An LEA may set-aside a portion of their total allocation to fund costs related to out-of-school time programs, including before school, after

school, intersession, and summer school activities. An LEA can utilize those funds to operate out-of-school time programming themselves or to provide OST programming to students via external partnerships with community based organizations.

Below is a timeline with approximate due dates for Title I-A.

Pre-App Released
June 1

Pre-App Due
July 1

Budget Document Due
August 30

Budget Document Released
July 1

Encumbering
Final day to encumber funds for prior school year September 30.

Reimbursement
Final day to expend and submit reimbursement for prior school year December 15.

Final Expenditure Report Due
FER for prior school year due December 30.
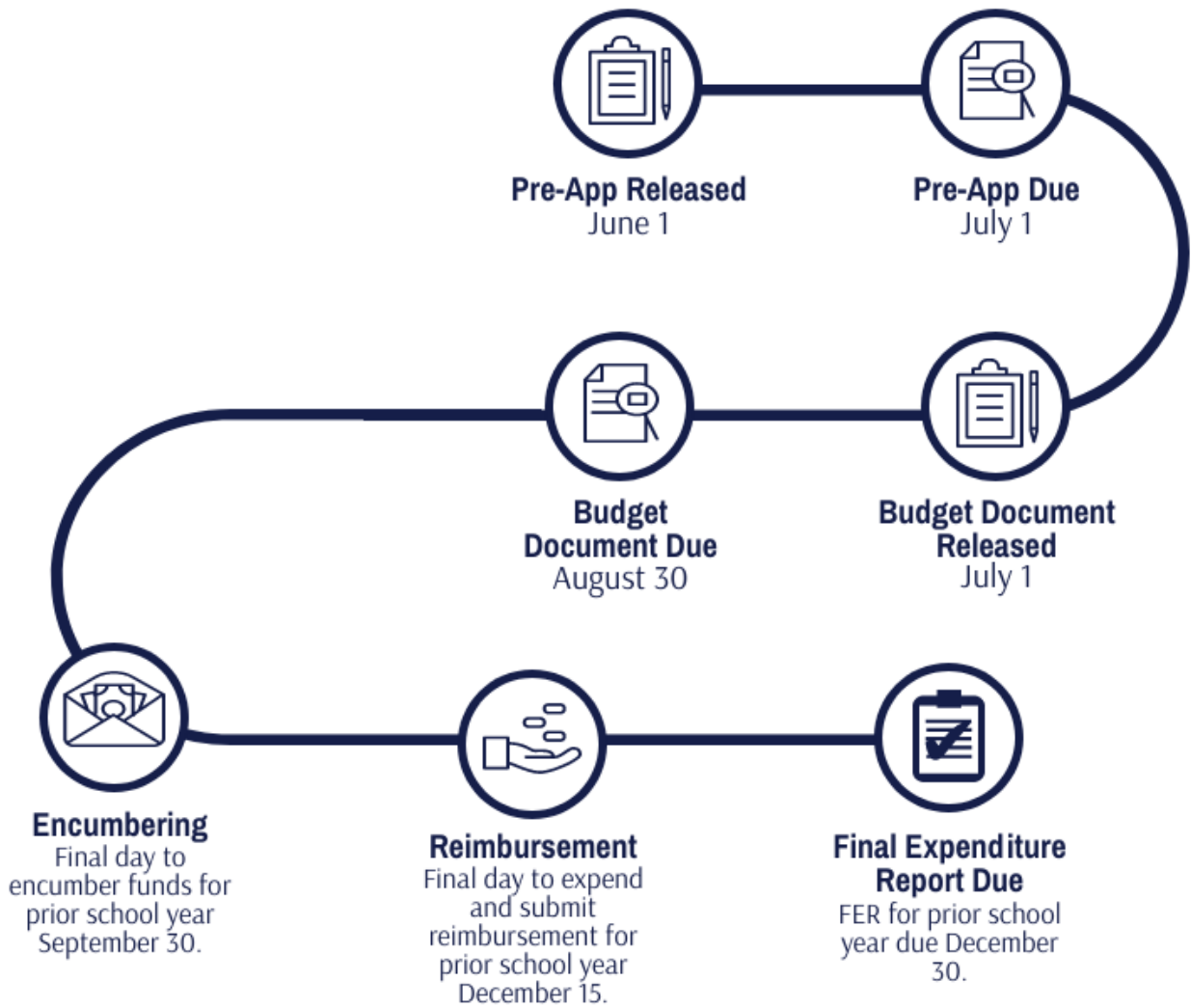
Title I-A Additional Responsibilities Timeline

Date	Responsibility
January 1	Consultation with nonpublic schools (NPS) for the upcoming school year. Evaluate services at the NPS to identify potential changes through timely and meaningful consultation.
Community Eligibility Provision (CEP) submission of actual school-level identified student and enrollment data due to IDOE Nutrition	**April 1**
May 3 – June 30	DOE-TI Report data collection window for prior school year.
Amendment deadline for current school year.	**May 30**
June 1	Upcoming school year Schoolwide Plan Approval Process Assurance form due.
DOE-TI Report due.	**June 30**
June 30	Intent to participate in CEP due.
Title I Staffing Report data collection window for prior school year.	**September 15 – October 30**
October 30	Comparability Report due.
Title I Staffing Report due.	**October 30**
November 1	Amendment period opens for current school year.
Deadline to resolve compliance issues for Current year Comparability Report.	**December 31**

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Other Important Considerations

Allowable Expenses

The proportion of costs for the following activities must match the time/effort or benefit that it provides to the Title I program.

The following activities are *generally* allowable*:

Administration

- ❏ Title I Director salary and benefits
- ❏ Title I Administrative Support Staff (e.g. secretary, administrative assistants)
- ❏ Materials and supplies needed for Title I administrative work

Instruction

- ❏ Certified and noncertified instructional staff to provide direct instruction (push-in, pull-out, extended time learning activities, and preschool)
- ❏ Materials and supplies to supplement instruction (e.g. manipulatives, intervention kits, educational website subscriptions, school supplies)
- ❏ Technology (e.g. computers, iPads, printers)
- ❏ Equipment (bookcases, signage for programming)

Professional Development

- ❏ Workshops to address need identified through Comprehensive Needs Assessment
- ❏ Instructional Coach
- ❏ Professional Learning Communities (PLCs)
- ❏ Professional development supplies
- ❏ Conference fees and travel costs for professional training
- ❏ Fees for professional development trainers

Student Services

- ❏ Behavior Interventionist/Support Specialist
- ❏ Social Workers
- ❏ School Counselors
- ❏ Positive Behavioral Interventions and Supports (PBIS) Interventionists

Parent Involvement

- ❑ Parent Resource Center
- ❑ Parenting library materials and resources
- ❑ Light snacks and refreshments at a parent night (meals are not an allowable expense)
- ❑ Family literacy programs
- ❑ Classes for parents to build capacity to support their children's academic needs
- ❑ Contracted speakers for a parent night
- ❑ Staff stipends for extra duties to support parents
- ❑ Parent liaison salary and benefits
- ❑ Printings and mailings to parents

Transportation

- ❑ Transportation to and from Title I funded extended learning time programs or preschool
- ❑ Transportation for Title I eligible-students at a lower-performing school to attend a higher-performing school within a district
- ❑ As part of homeless set-aside identified needs or to support transportation of foster students

The following activities are generally **NOT allowable**:

- ❑ Activities not within an approved grant—all activities supported with Title I must first be approved within a grant
- ❑ Costs deemed not reasonable, allocable, or necessary
- ❑ Substantial food or meals for family events (see the Title I-A Appendix for more information)
- ❑ Any food for staff members for professional development or training
- ❑ Entertainment costs (e.g. entry fees, activity fees, admission fees, fees for non-instructional entertainment)
- ❑ Gift cards or cash
- ❑ Door prizes

* The allowability of costs may vary depending on the type of Title I program at the school (Targeted Assistance vs. School-wide Program).

Note: A sample budget may be found here referencing object codes and accounts.

Supplement Not Supplant

ESSA allows Title I funds to be used more flexibly by redefining the supplement, not supplant test. ESSA has shifted the supplanting test for Title I from an activity-by-activity programmatic test to a school level fiscal test that ensures Title I and non-Title I schools are funded equitably. Specifically, the following statute applies *for Title I only*:

No Local Educational Agency shall be **required** to:

Identify that an individual cost or service supported under this part is supplemental.	Provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate compliance.

Conversely, the three presumptions of supplanting **no longer apply** to Title I-A:

Paying for an activity that was required by state or local law;	Paying for an activity that was supported with state or local funds in the past; or	Paying for the same services for non-eligible students.

Note: *The three presumptions of supplanting still apply to Title II-A, Title III-A, and Title IV.*

However, ESSA still requires federal funds to supplement the funds that would be made available from state and local funds. Instead of the Title I program administrator asking if each activity, personnel, program, etc. is supplemental (programmatic test), the LEA Chief Financial Officer will enact a locally-determined methodology to ensure Title I schools receive all of the state and local funds they would otherwise receive (fiscal test).

Targeted Assistance Schools (TAS) vs. Schoolwide Program (SWP)

There are two types of Title I schools: Targeted Assistance (TAS) and Schoolwide Programs (SWP).

Targeted Assistance Schools (TAS)	**Schoolwide Program**
• Must serve only eligible students/families formally identified through selection process • Student identification documentation for TAS programs required • New Title I served schools are automatically TAS	• All students are eligible • Allows for greater flexibility of programs and services • Strategies and activities must be included in the schoolwide plan

- **Targeted Assistance School**
  Title I funded activities and expenditures in TAS schools must benefit only students identified through an academic needs-based student selection process and their families. Funds must provide supplemental instruction and services.

- **Schoolwide Program**

All students and families in a SWP school are eligible to benefit from Title I funded activities and expenditures. Instructional strategies are identified through a Comprehensive Needs Assessment, which must be included in the schoolwide plan. The plan must provide high-quality education for all students to close the achievement gap. Indiana's ESSA plan allows for all Title I eligible schools to operate as a schoolwide program. For further information regarding how to create and implement your schoolwide plan, visit IDOE's website or contact your Federal Grants Specialist. For more information about Schoolwide programs, visit IDOE Schoolwide Programs website.

Similarities

- Supplemental instruction and activities
- A plan to regularly assess students to identify lowest-achieving students
- Parent involvement must be evidence-based
- Activities must be designed to meet the needs of the most at-risk students.

Title I-C: Education of Migratory Children

Overview and Purpose

Title I-C Migrant Education Program (MEP) of the *Elementary and Secondary Education Act* of 1965, as amended by the *Every Student Succeeds Act*, supports high-quality education programs for migratory children (ages 0-21) and helps ensure migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

The MEP is designed to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.

Eligibility

A migrant student is any child ages 0-21 who moves across school district lines, either by themselves, or with a parent or guardian, for the purpose of engaging in qualifying seasonal or temporary agricultural work. Migrant students often move multiple times per year— experiencing interrupted schooling in addition to other barriers they may face. The graphic below gives a general guideline of eligibility for the MEP.

Eligibility Flowchart

Is there a Migratory Qualifying Worker?

Did the individual make a qualifying move in the last 36 months:
- Due to economic necessity,
- From one residence to another, and
- From one school district to another?

→ **Not Eligible**

Did the individual engage in qualifying work soon after the move?

Actively sought qualifying work soon after the move **and** two recent history moves?

The individual is a migratory qualifying worker.

Is there a Migratory Child?

Is the child younger than 22 years of age?

Is the child eligible for a free and public education?

Did the child make a qualifying move in the last 36 months:
- Due to economic necessity;
- From one residence to another; and/or
- From one school district to another

Did the child move:
- As the migratory qualifying worker,
- With the migratory qualifying worker,
- To join the migratory qualifying worker?

The child is a migratory child.

Funding Options

The Indiana Migrant Education Program subgrants to Regional Migrant Resource Centers to provide supplemental educational support for eligible students. The MEP is a state-operated program which signifies that funds go directly to the SEA. The state then sub-allocates to local operating agencies. Indiana funds three regional service providers. Each region is responsible for identifying and serving all migrant students in the counties for that region by coordinating with

traditional public school corporations, charter schools, nonpublic schools, and entities that employ or support out of school migratory youth.

Other Important Considerations

Comprehensive Needs Assessment and Service Delivery Plan (CNA and SDP)

The CNA and SDP are processed on a three-year cycle through stakeholder feedback, with the latest version completed in June 2018. For more information, visit the [Migrant Education Grant](#) website.

Migrant Work Survey

The Migrant Education Program (MEP) provides supplemental education and support services through federal funding to children and families engaged in temporary and seasonal agricultural work. The purpose of the program is to ensure that all migrant students reach the academic standards and graduate with a high school diploma (or complete GED/HSE). The work survey collects the necessary information to determine if a student may be eligible for services through this program. ***The work survey is required to be administered annually, to all students, by all LEAs receiving federal funds.*** If enrolling a migratory student, as identified via the work survey, schools then should contact their Migrant Regional Center.

The work survey, available in English, Spanish, and Haitian Creole can be found on the Indiana Migrant Education Program [Information for Indiana School Districts](#) website. Additional information regarding the work survey, including instructions for administration and next steps after enrolling a migratory student (including contact information for the Migrant Regional Centers) can also be found within the page linked above.

Title I-D: Neglected or Delinquent Children and Youth (N&D)

What is Title I-D?

Title I-D is used to serve **at-risk students** who have come into contact or are at risk of coming into contact with the **juvenile justice system**.

This funding allows for children and youth to have equal opportunity to meet the challenging State standards needed to further their education or become productive members of society.

Title I-D is made of up two subparts

Subpart 1
Serves state agencies.

The only eligible agency in Indiana is the Indiana Department of Corrections. IDOC has three secure detentions that receive funding.

Subpart 2
Serves local educational agencies and associated facilities.

LEAs receive the funding on behalf of the neglected/delinquent facility and manage/oversee the program and funding. There are roughly 35-40 facilities currently.

Overview and Purpose

The goals of Title I-D are to:
- Improve educational services for children who are neglected, delinquent, and at-risk so they have the opportunity to meet challenging state academic content and achievement standards;

- Provide them with services to successfully transition from institutionalization to further schooling or employment; and
- Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education.

A timeline with approximate due dates for Title I-D is on the following page.

Applications Due
Subpart 1 and Subpart 2 for current school year due July 1.

Encumbering
Final day to encumber funds for prior school year September 30.

Reimbursement
Final day to expend and submit reimbursement for prior school year December 15.

Final Expenditure Report Due
FER for prior school year due December 30.
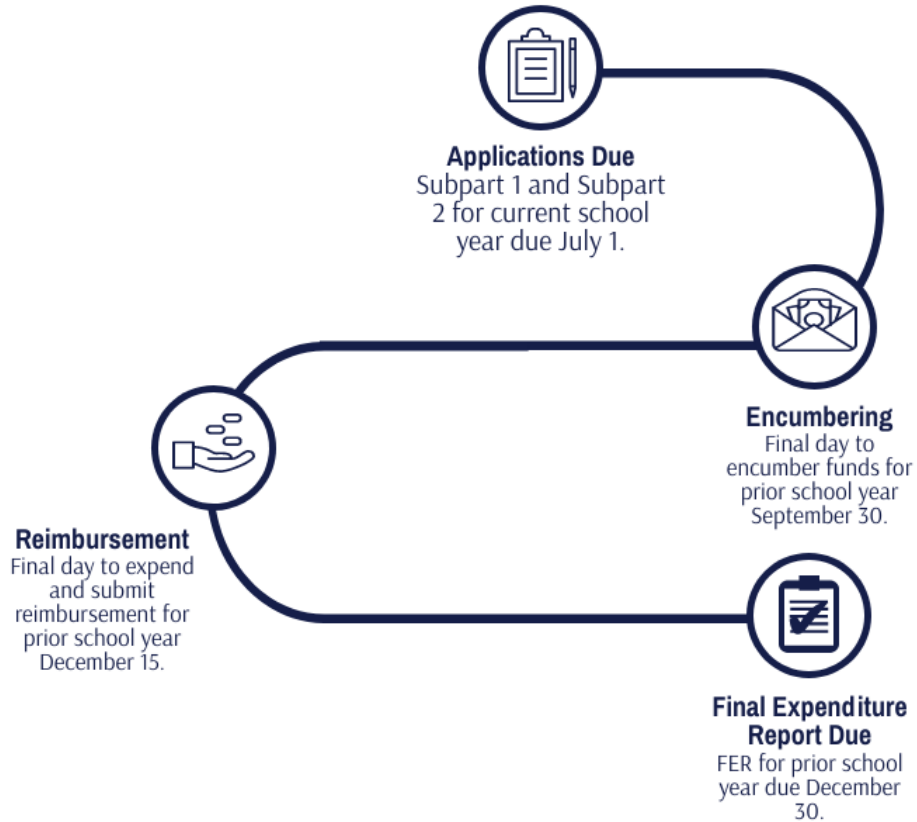
Title I-D Additional Responsibilities Timeline

May 30	Deadline to submit amendments for current school year.
Amendment period opens for the current school year.	**November 1**
Early December	Final Report Data due for Title I-D recipients.
Neglected and Delinquent Annual Survey Data Collection for all LEAs due.	**Mid-December**
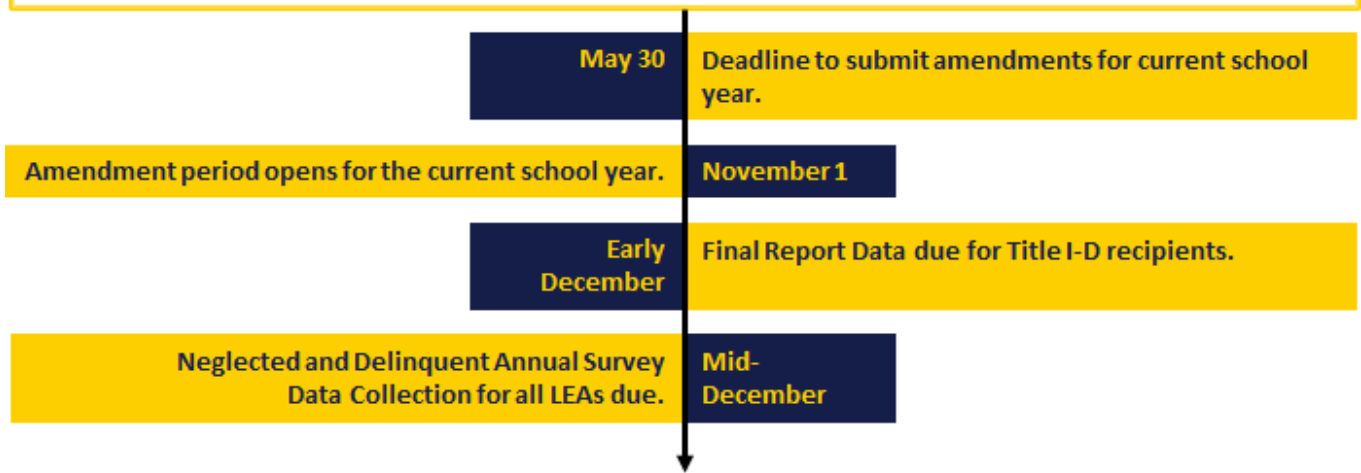
Eligibility

An eligible institution generally is a public or private facility that operates for the care of children who are neglected or delinquent, provides free public education, and a regular program of instruction to the children and youth who are in the institution. Eligible institutions may vary from residential homes, to minimum-security institutions for juveniles, to correctional facilities.

Funding Options

Part D funding is awarded through submission of the Annual N&D Survey Count (a report that every LEA is required to complete annually). Therefore, not every LEA qualifies for this funding source. Title I-D only applies to LEAs and State Agencies that meet one of the above eligibility requirements. If you are curious about a facility in your district's boundaries, please contact the Title I-D federal grant specialist at IDOE for more information.

Other Important Considerations

With Title I-D, the funds come with certain requirements and responsibilities on behalf of the State agencies and districts that receive the funds. State agencies and districts that conduct a program under Title I for children and youth who are Neglected or Delinquent are required to:
- Meet the educational needs of neglected, delinquent, and at-risk children and youth, and assist in the transition of these students from correctional facilities to locally operated programs;
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the State; and

- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three years.

Data Reporting

Title I-D recipients are required to collect and provide data to IDOE through two main reports during the year.
- **Title I-D Annual Survey Count** - this report is required of <u>all</u> LEAs as this is how facilities are identified and funding is generated based off of this report. LEAs with N or D facilities within their boundaries would report the number of students during specific time frames set by the US Department of Education, as well as answer a few short questions. This data is reviewed and submitted to the US Department of Education.
- **Title I-D Final Report** - this report is required <u>only</u> for LEAs that received Title I-D funding the previous year. The report collects demographic, academic, and employment data from the facility and is submitted to IDOE. This data is reviewed and submitted to the US Department of Education in coordination with the CSPR data for other federal funding sources.

Title I-D Training Module

The Title I-D Training Module is an introductory presentation on *The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.* This training module is designed to provide a general overview of Title I programming provided through the use of the Title I-A Neglected Set-Aside and Title I-D federal funding. To access the Title I-D Training Module, please create an account and/or login to the IDOE Moodle site. You may access the course by scrolling down to Title Grants and Support and clicking on the course titled *Title I-D Training Module.* Please select and watch the training video. Slides used in the video have been made available for reference. Please remember to complete the post-test to obtain your Professional Growth Point. For more information about Title I-D, visit IDOE Title I-D website.
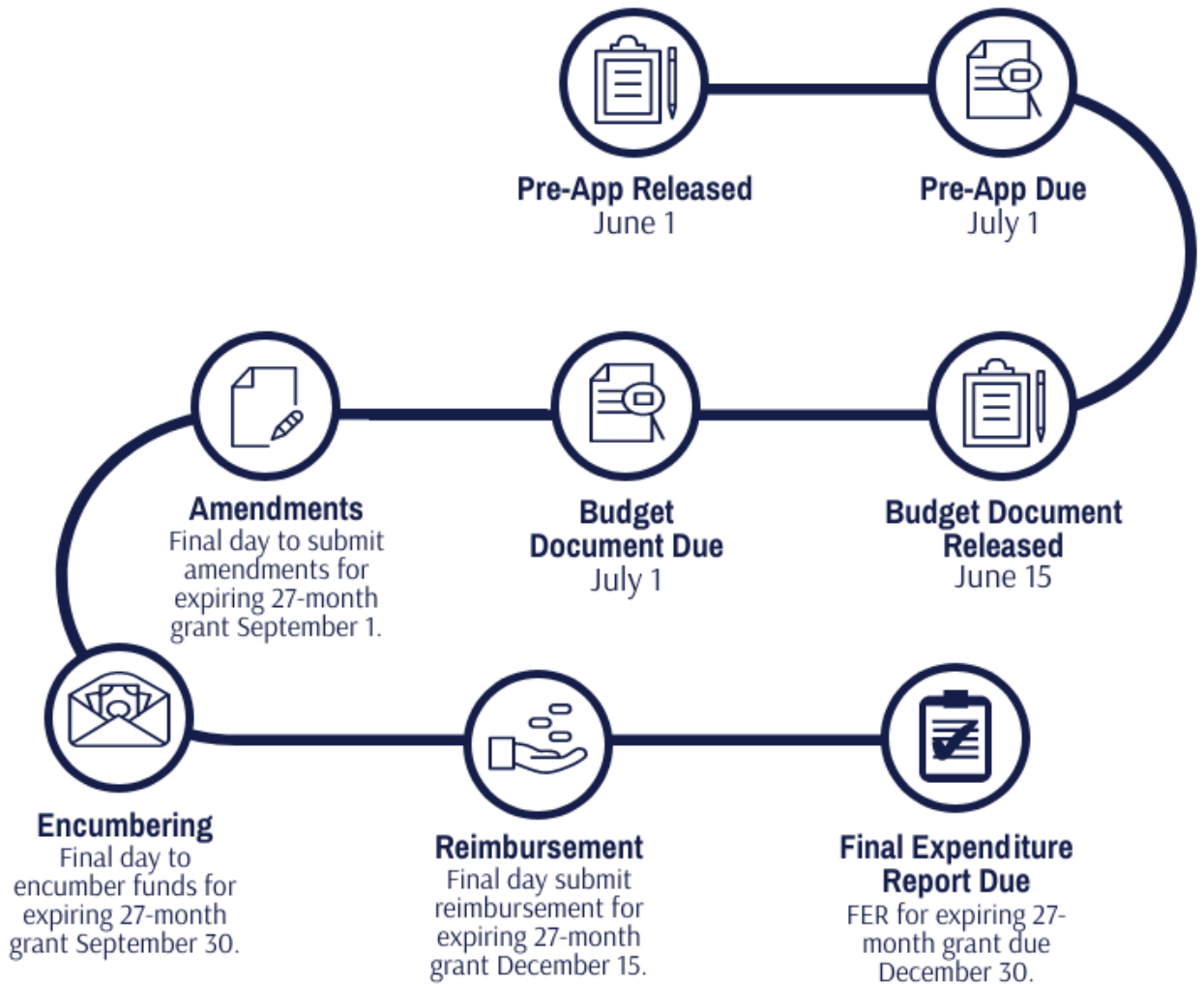
Title II-A: Supporting Effective Instruction

Overview and Purpose

Title II-A funds support three broad goals:
1. Acquire and retain effective teachers;
2. Support and grow new teachers using effective induction strategies; and
3. Keep, develop, and sustain teachers through retention practices, class-size reduction, and effective and continual professional development.

A timeline with approximate due dates.

Pre-App Released
June 1

Pre-App Due
July 1

Amendments
Final day to submit amendments for expiring 27-month grant September 1.

Budget Document Due
July 1

Budget Document Released
June 15

Encumbering
Final day to encumber funds for expiring 27-month grant September 30.

Reimbursement
Final day submit reimbursement for expiring 27-month grant December 15.

Final Expenditure Report Due
FER for expiring 27-month grant due December 30.

Eligibility

Title II-A funds may be used to provide professional development activities that improve the knowledge and instructional practices of principals, teachers, other educators, and—in appropriate cases—paraprofessionals. It may also be used to carry out professional development programs that are designed to improve the quality of district-level administrators and superintendents.

Funding Options

Title II-A funds may be used for three general purposes:
1) Recruitment, Retention, Incentives, and Differentiated Pay;
2) Professional Development; and/or
3) Class-Size Reduction.

Each category has specific requirements, which are described in the sections below.

Category One: Recruitment, Retention, Incentives, and Differentiated Pay

Specific initiatives may include recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet challenging state academic standards to improve within-district equity in the distribution of teachers. Some examples of allowable activities in this category may include:
- Expert help in screening candidates and enabling early hiring
- Differential and incentive pay in high-need academic subject areas and specialty areas
- Teacher, paraprofessional, principal, or other school leader advancement and professional growth with emphasis on leadership opportunities, multiple career paths, and pay differentiation
- New teacher, principal, or other school leader induction and mentoring programs
- Training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions
- A system for auditing the quality of evaluation and support systems
- Developing feedback mechanisms to improve school working conditions
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders

Category Two: Professional Development

The purpose of this funding category is to provide high-quality, personalized development that is evidence-based and focused on improving teaching, student learning, and student achievement. Some examples of allowable activities in this category may include training teachers, principals, and other school leaders to:
- Use data to improve student achievement

- Help all students develop the skills essential for learning readiness and academic success
- Participate in opportunities for experiential learning through observation
- Effectively integrate technology into curricula and instruction
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners
- Providing programs and activities to increase knowledge of instruction in the early grades to measure whether young children are progressing
- Providing programs and activities to increase ability to meet the needs of students from birth through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school
- Providing training, technical assistance, and capacity-building to assist with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement
- Developing and providing professional development and other comprehensive systems of support to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects
- Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning to help prepare students for postsecondary education and the workforce
- Carrying out in-service training in techniques and supports needed to understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; use of referral mechanisms that effectively link such children to appropriate services in the school and community; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning
- Providing training to support the identification of students who are high ability and implementing instructional practices that support the education of such students
- Supporting the instructional services provided by effective school library programs
- Providing training regarding how to prevent and recognize child sexual abuse

## Category Three: Class Size Reduction

The purpose of this funding category is to reduce class size using evidence-based guidelines to a level to improve student achievement through the recruiting and hiring of additional effective teachers. Criteria that may be considered when determining the allowability of a class size reduction activity may include:
- Focus on the early grades (K-3)
- Limit the class size to under 18 to produce the greatest benefits
- Spanning reduction across K-3 rather than only one or two of the primary grades
- Target minority or low-income students in order to realize greater gains
- Combining class size reduction with meaningful preparation of experienced teachers

- Deliver supports, such as professional development and a rigorous curriculum, alongside reduction programs

Other Important Considerations

Supplanting Test: In order to avoid the presumption of supplanting, there are several tests districts should conduct when considering the use of Title II-A funds:
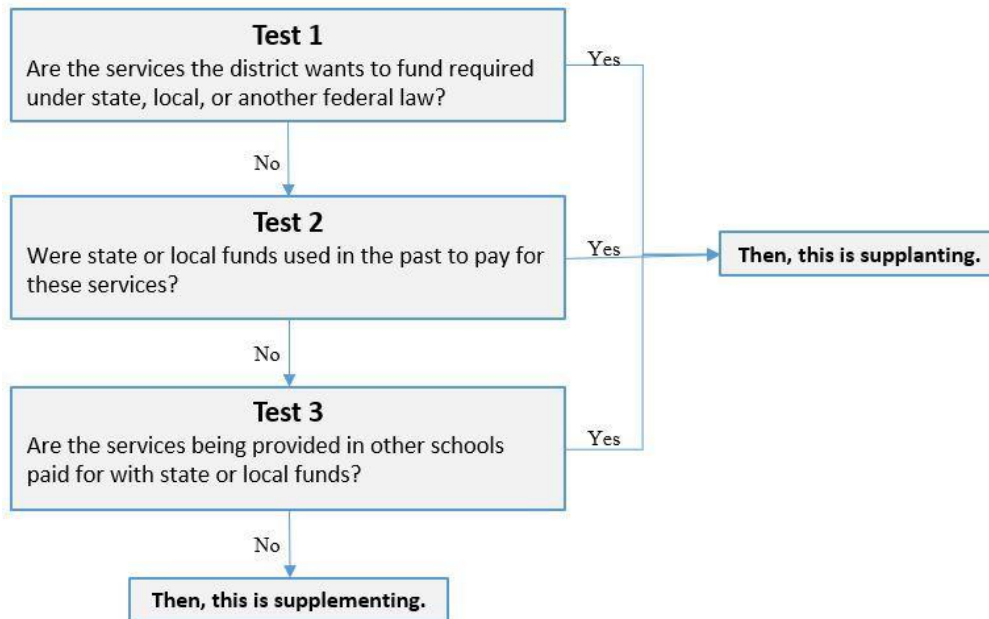
Overcoming the presumption of supplanting requires that districts keep documentation (e.g., budget information, planning documents, or other materials). In general, a state education agency (SEA) or LEA must determine what educational activities it would support if no ESEA funds were available. If it is clear that no State or local funds remain available to fund certain activities that previously were funded with State or local resources, then the SEA or LEA may be able to use ESEA funds for those activities.

Comprehensive Needs Assessment (CNA): The CNA is part of the Title Grants Pre-Application (Pre-App) form. The Pre-App contains the LEA Program Goals and Objectives, Data Sources and Measures, Consultation, Prioritized Needs, and System of Professional Growth and Improvement sections. In the Program Goals and Objectives Section, it is important to include goals that are aligned with the relevant data that is selected and discussed during the CNA.
- In the Data Sources and Measures section, it is important to include actual data figures from the relevant data that is related to the goals that have been selected in the Program Goals and Objectives.
- In the Prioritized Needs section, include a rationale explaining how the funds will be allocated for the needs of the school, and how they were prioritized.

- In the Consultation Section, a brief explanation in how the stakeholders are consulted is required.
- For the System of Professional Growth and Improvement Section, applicants must provide a rationale about how the selected activities support the program goals and objectives, and address the prioritized needs identified on the previous page.

For more information regarding Title II-A, visit IDOE Title II-A website.

Title III-A: Language Instruction for English Learners and Immigrant Students

Overview and Purpose

Title III-A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), seeks to ensure that children who are English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. As part of IDOE's move toward a more asset-based approach for English learners—mirroring [WIDA's statement in the English Language Development Standards Framework, 2020 Edition](#)—IDOE is beginning to use the term "multilingual learners" (ML) to encourage LEAs to use terminology that is asset-based and more inclusive. ML describes all students who come in contact with and/or interact with languages in addition to English on a regular basis. However, ESEA still uses the term English learner (EL). Therefore, the term EL as opposed to ML will be used throughout this document for policy purposes.

All LEAs, including, but not limited to Title III-A subgrantees, are required to provide English learners with high-quality English language development instruction beyond the federally required English Language Development (ELD) program (*Lau v. Nichols, 1974*). Title III-A also requires subgrantees to provide high-quality professional development to classroom teachers, principals, and administrators, and to promote engagement of English learner families.
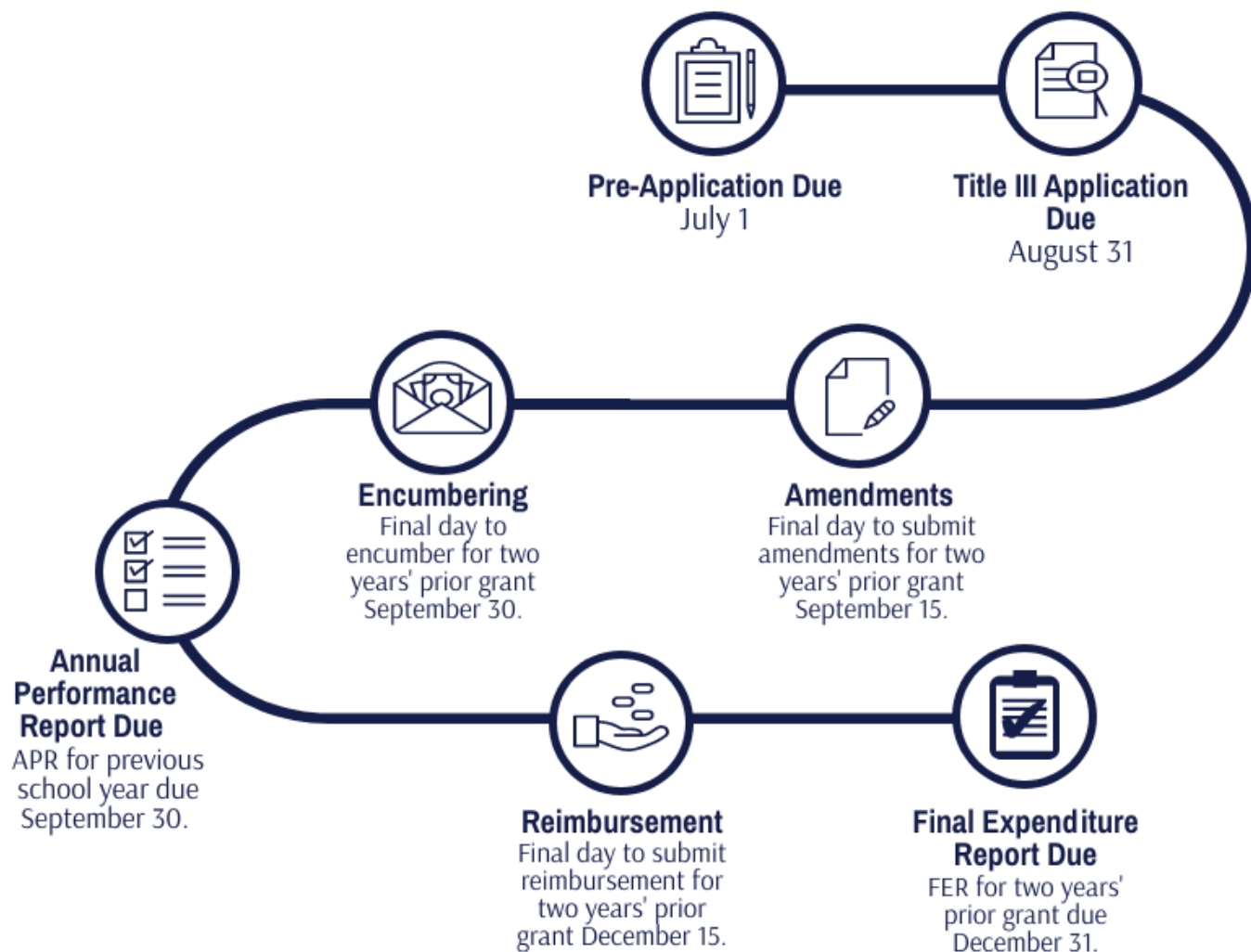
Title III-A funds must be used to supplement the level of federal, state, and local funds that, in the absence of Title III-A funds, would have been expended for programs for limited English proficient students and immigrant children and youth (Section 3115(g)).

Eligibility

All Indiana school districts with English learner (EL) student populations are eligible for Title III-A funding, given as a per-pupil allocation. English learner student counts are performed annually via the Language Minority (LM) Data Collection, and LEA allocations are determined based on this count. Federal regulations require a minimum allocation of $10,000 to receive a Title III-A subgrant. Districts with allocations under $10,000 may apply, but must do so jointly as part of a consortium (more information on consortiums may be found on the [IDOE Title III Webpage](#)) to access allocated funding.

For more information on the Title III-A application process and required annual reporting, please visit the [IDOE Title III Webpage](#).

A timeline with due dates is pictured below.

Pre-Application Due
July 1

Title III Application Due
August 31

Encumbering
Final day to encumber for two years' prior grant September 30.

Amendments
Final day to submit amendments for two years' prior grant September 15.

Annual Performance Report Due
APR for previous school year due September 30.

Reimbursement
Final day to submit reimbursement for two years' prior grant December 15.

Final Expenditure Report Due
FER for two years' prior grant due December 31.

Funding Options

Proposed Title III-A expenditures must be allocable, reasonable, and necessary to carry out grant functions. Portions of Title III-A funding are *required* to be set aside for the following activities:

Family and Community Engagement

Under ESSA, Title III-A requires EL family and community engagement (Section 3115(d)(6): "Providing community participation programs, family literacy services, and parent and family

outreach, and training activities to English learners and their families." Title III-A funds must be set aside to provide effective outreach to families of EL students and promote parent, family, and community engagement in language instruction educational programs [Section 3116(b)(3)]. In accordance with the supplement, not supplant provision, this funding cannot be used for activities that are provided for all students, parents, and families.

Family and Community Engagement Examples
Allowable Activities
- Bilingual books for EL literacy nights   - Adult English classes   - Materials for parent nights designated for EL families
Unallowable Activities
- Materials for parent nights, which include all families—not just EL families   - Translation and interpretation services

Professional Development

Under ESSA, Title III funding must be set aside for EL-related professional development:
- Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for EL;
- That is effective in increasing teaching knowledge and skills of such teachers; and
- Be of sufficient intensity and duration (which shall not only include activities such as one-day workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Professional Development Examples
Allowable Activities
- Sending classroom and EL teachers to an EL conference, when it connects to larger, ongoing professional development initiatives   - Contracting onsite EL-related professional development
Unallowable Activities
- Sending teachers to a one-day EL conference with no follow up or connection to larger professional development initiatives   - Sending teachers to professional development not concentrated on EL students

Besides the aforementioned required funding categories, the following are *possible* options to spend Title III-A funding.

Administration

Each district receiving funds for a fiscal year may not use more than two (2) percent of such funds for the cost of administering this grant. Administrative costs are associated with the overall project management and administration, and are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories.

Administration Examples
Allowable Activities
- Administrative costs, such as support staff, coordinators, and other administrative staff   - Indirect costs, such as utilities
Unallowable Activities

● Staff whose duties do not pertain to the administration of the Title III-A program

Supplemental Instructional Materials and Supplies

Instructional materials and supplies purchased with Title III-A funding must be **supplemental** to the core English Language Development (ELD) program and must be used **only** by EL students.

Supplemental Instructional Materials and Supplies Examples
Allowable Activities
● Leveled readers, picture dictionaries, and manipulatives
Unallowable Activities
● Materials purchased for all students in the school corporation

Supplemental Technology

Technology and software purchased with Title III-A funding must be supplemental to the core English Language program—and must be used only by EL students.

Supplemental Technology Examples
Allowable Activities
● Language programs or software intended to supplement core EL program services ● Tablets for EL-only use
Unallowable Activities

> - Computers for the sole purpose to administer Title III-A required annual assessment of ELs (WIDA ACCESS)
>
> - Language software or programs intended to serve as core EL program services

Personnel

Title III-A funded positions must be supplemental to the district's core English Language program and must not have previously been paid for with state or local funds. A job description with indicated Title III-A supplemental activities must be included in the application. These positions can be split-funded.

Personnel Examples
Allowable Activities
- EL-focused paraprofessionals   - EL instructional coaches
Unallowable Activities
- EL teachers providing core EL program services   - Classroom teachers   - Staff to administer WIDA ACCESS

Other Important Considerations

English Learner Plans and Lau-required ELD

All LEAs, regardless of EL count, must complete an English Learner Plan annually. For the LEA to be eligible to receive any federal funding, such as Title I-A, the LEA must provide details of how the LEA fulfills the federal requirements of the core English Language Development program and assuring the needs of ELs are met. LEAs applying for Title III-A already complete the English Learner Plan as part of their Title III-A application, and those who do not apply for Title III-A funding must complete the English Learner Plan separately.

Nonpublic School Participation

LEA subgrantees are required to consult with all nonpublic schools within the geographic boundaries of the district—not just those with EL students reported on the LM collection. Nonpublic schools then have the option to participate in Title III-A.

Immigrant Influx

The ESEA, as amended by the ESSA, defines immigrant students as individuals who are between the ages of 3-21, not born in any U.S. State (or Puerto Rico), and have been enrolled in U.S. schools for fewer than three academic years (Title III-A, section 3201(5)).

In accordance with Title III-A, Section 3114(d)(2), IDOE provides a portion of the state Title III-A appropriation to support LEAs who have experienced a significant influx of immigrant students. These schools are identified and notified annually of their eligibility for the Title III-A Immigrant Influx funding. As outlined in Title III-A, Section 3115(e)(1), Title III-A Immigrant Influx funds are to be used for instructional activities, such as:

- Family literacy services, parent outreach, and training to support parents' active participation in their children's education
- Support for personnel, including paraprofessionals, to provide services to immigrants
- Provision of tutorials, mentoring, and academic or career counseling for immigrants
- Acquisition of curricular materials, educational software, and technologies for use in the program carried out with funds
- Basic instructional services directly attributable to the presence of immigrants (supplies, transportation, etc.)
- Other instructional services designed to support immigrant achievement (e.g., Civics Education, Introduction to U.S. Educational System)
- Comprehensive community services in coordination with community-based organizations

More information on the Title III-A Immigrant Influx program and eligibility can be found on the [IDOE Title III Webpage](#).

Title IV-A: Student Support and Academic Enrichment Grant

Overview and Purpose

Title IV-A is a federal funding source under the Every Student Succeeds Act (ESSA) created with the intention to provide well-rounded educational opportunities to all students, foster and create safe and healthy schools, and increase access to personalized rigorous learning experiences supported by technology.

From these intentions, Title IV-A is broken down into three main focus areas which are as follows:
- Focus Area A: Well-Rounded Education
- Focus Area B: Safe and Healthy schools and
- Focus Area C: Effective use of Technology

Funding can be used to support a variety of programming within these three focus areas. Because of the breadth of allowable activities within the focus areas of Title IV-A, innovative funding uses are continuously evolving. For further information and ideas on allowability and programming please visit our [Title IV Resource Guide](#).

Eligibility

Title IV-A funds are formula based and allocated to all school districts and charter schools that have previously received Title I funds. The minimum allocation allowed by statute is $10,000 per local education agency (LEA). For more information regarding the Title IV eligibility and application, please visit [Title IV-A](#) website.

Funding Options:

The three focus areas of Title IV-A are intended to: (A) Support a well-rounded education for all students by incorporating advanced classes, fine arts programming, foreign languages, STEAM/STEM, out of school time learning, and other innovative programming. (B) Create safe and healthy schools through utilization of social-emotional learning and healthy lifestyles and habits. (C) Effectively utilize technology by providing high quality digital learning experiences and properly preparing staff through training and professional development in technology integration and enrichment. It can be noted that it is possible for some programming to extend into multiple focus areas such as art programming that also promotes social-emotional learning or a technology driven CTE program.

If an LEA receives a Title IV-A allocation of $30,000 or more, it will then be required that the LEA allocate no less than 20% of their allocation to Focus Area A, no less than 20% of their allocation to Focus Area B, and some of their allocation to Focus Area C.

IDOE's Ed-Flex application was approved by USDOE on May 6, 2020. The following Title IV-A flexibility will be available to LEAs beginning with the FY 21 (School Year 2020-21) grant cycle.

- LEAs who receive more than $30,000 in Title IV-A funds do not have to spend 20% on well-rounded education and social emotional learning.
  - LEAs should use a data-driven needs assessment to dictate how Title IV, A funds are used rather than a specific percentage.
  - LEAs may already be implementing a well-rounded education program with state/local funds and would like to dedicate all Title IV funding to social emotional needs or technology integration needs.
  - Based upon feedback received, IDOE will maintain the 15% equipment and device limitation.

When applying for Title IV federal funding, it is requested that LEAs describe the rationale tying their requested programming to their Needs Assessment as well as connect requests to stakeholder input. LEAs are also asked to describe the evidence-base for requested activities and to prove program effectiveness through regular meaningful evaluation.
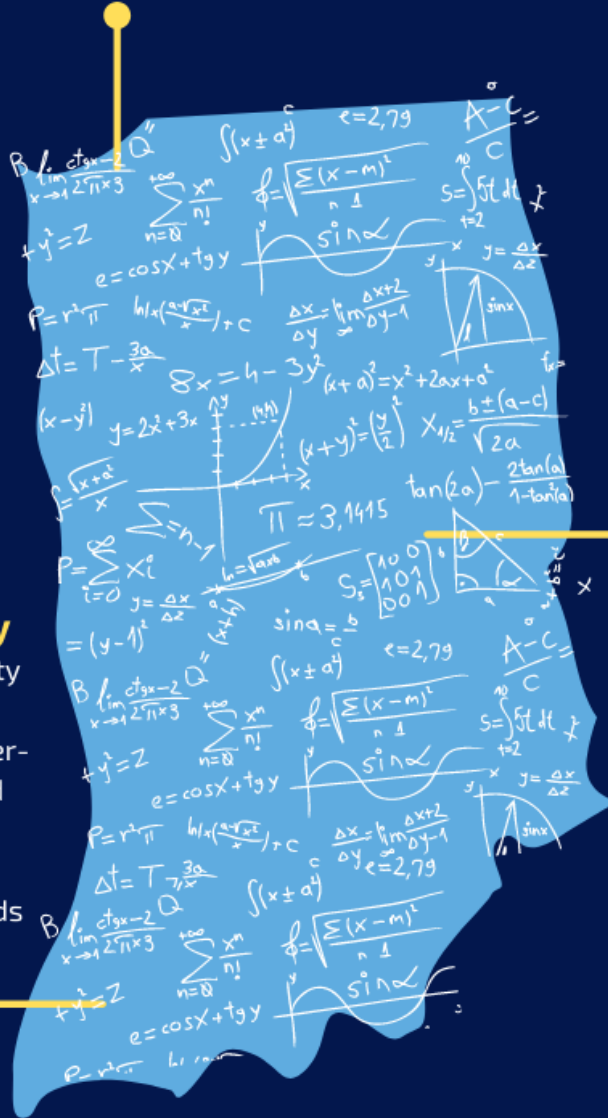
Focus Areas:

Focus Area A: Well-Rounded Education

Well-rounded education focuses on broadening students educational experiences through activities such as college and career readiness, STEM/STEAM, expanding fine arts, advanced courses such as AP, IB and dual enrollment, before and after school learning, service learning, and foreign language programs.

Focus Area B: Safe and Healthy Students

Safe and healthy schools can be funded through some of the following activities: healthy lifestyle practices, mental health support and awareness, school-based health services, counseling, trauma support, wrap around services, social-emotional learning, PBIS, reduction in exclusionary discipline, and training to support these programs.

Focus Area C: Effective Use of Technology

Providing high-quality digital learning experiences for under-served students, and preparing staff to utilize technology is key to this area. Funds can be used for professional development, extended learning opportunities, tech training, purchasing technology, and tech integration.

Focus Area A: Well-Rounded Education

Well-rounded education focuses on broadening students' educational experiences through activities such as college and career readiness, STEM/STEAM, expanding fine arts, advanced courses such as AP, IB and dual enrollment, before and after school learning, service learning, and foreign language programs.

The goal of Focus Area A is to improve students engagement and achievement by increasing student access to well-rounded educational experiences. This includes increasing access for groups traditionally underrepresented, such as female students in STEM or increasing AP/IB classes to low-income students.

Some examples of Focus Area A could include:
- ***Expansion of Fine Arts programming*** which may include utilizing Title IV funding to partner with a local arts organization to provide enriching courses, content, trainings and programming within school hours or during after school time; expanding fine arts programming beyond required courses within the school day; offering out of school time clubs in the arts through community partners or stipends paid to staff; AP or dual credit fine arts offerings; programming to explore careers within the arts and create pathways to careers in the arts; partnering with teaching artists to enrich core curriculum; or creating opportunities for students to be exposed to the arts through field trips, visiting artists, etc.
- ***Out of School Time programming*** which can include utilizing your Title IV funding to create a partnership with community based organizations to provide the staffing and training needed to implement enriching out of school opportunities; to provide programming that explores opportunities in the arts, arts integration, STEM, service learning, SEL, and workforce readiness; paying stipends to staff to support, plan, or manage engaging and enriching out of school opportunities that support the whole child, and to support new or existing 21st CCLC programs.
- ***College readiness*** which may include, but is not limited to, counseling programs and services, assistance for applying to college entrance and for financial aid, advising on academic programming, transition programs, and preparing for college aptitude tests.
- ***Career readiness*** such as occupational training, transition programs, as well as CTE programming and other associated costs.
- ***STEM/STEAM programming*** and supports such as increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions, such as a robotics team; providing students hands-on learning and exposure to STEM, including through field-based and service learning; supporting the creation and enhancement of STEM-focused schools; facilitating collaboration among STEAM focused programs that take place during the school day and those that take place during out-of-school time; utilizing project based learning (PBL) programming to explore, evaluate,

and propose resolutions to current issues; implementing a process of inquiry-based activities; and integrating other academic subjects such as the arts into STEM curricula.
- ***Math, Reading, and Language Arts supports*** which may include literacy or mathematical programs for students, supplemental materials, and other enriching activities.
- ***Learning programs*** that provide post-secondary level courses accepted for credit at institutions of higher education, and post-secondary level instruction and examinations that are accepted for credit at institutions of higher education. This includes reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees. These programs may include, but are not limited to: increasing the availability and enrollment in Advanced Placement (AP) or International Baccalaureate (IB) programs, dual or concurrent enrollment programs, and early college high school.

Focus Area B: Safe and Healthy Schools

Safe and Healthy schools focus on creating a healthy and safe learning environment, creating and supporting healthy lifestyle practices, increasing awareness with drug and violence prevention programs, reducing exclusionary discipline practices, and increasing mental health awareness and support for students and staff mental health needs through a variety of approaches and wrap-around services.

The goal of Focus Area B is to foster a safe and healthy learning environment through a variety of programming that relates specifically to the LEAs needs. This includes SEL programming, activities focusing on trauma-based care, implementing PBIS support, wrap-around services and supporting well-rounded healthy lifestyle practices.

Some examples of Focus Area B could include:
- ***Partnership or coordination with local mental health organizations*** to provide mental health services such as counseling to students and staff.
- ***Creating regulation spaces*** to assist in student de-escalation.
- ***Supporting implementation of mental health awareness training programs*** that are evidence-based to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness.
- ***Integrating health and safety practices*** into school or athletic programs including physical and nutritional education by providing local educational agencies with resources that are evidence-based.
- ***Hiring additional nurses*** or nursing staff to meet student needs.
- ***Creation of healthy lifestyle programs*** during or after school such as cooking clubs or a school garden.
- Creating and implementing programming that ***reduces exclusionary discipline***.
- ***Implementing dropout prevention*** programs.
- ***Implementing programs supporting successful re-entry*** to educational settings.

- ***Implementing child sexual abuse awareness and prevention programs*** that are age-appropriate and developmentally appropriate for students, or provide information to parents and guardians of students about sexual abuse awareness and prevention.
- ***Implementing schoolwide positive behavioral interventions and supports*** (PBIS).
- ***Designating a school resource coordinator*** at a school or LEA to establish partnerships within the community.
- ***Providing school-based health services***, including chronic disease management.
- ***Social emotional learning including***, but not limited to: interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills.
- Training school personnel in ***drug, violence, trafficking prevention***.
- Training school personnel in ***addressing the whole child***.
- ***Training in Adverse Childhood Experiences (ACES)*** and/or trauma responsiveness.
- Implementing programs that educate students and school personnel about ***bullying and harassment prevention***.
- ***Implementing drug and violence prevention programs*** for students.
- Other courses, programs, or personnel, that contribute to improving school conditions for student learning.

Focus Area C: Effective Use of Technology

Lastly, Focus Area C activities should focus on effective use of technology and can be achieved through effective professional development, extended learning opportunities, integration of technology to enhance daily instruction, technology training, and purchase of technology.

The goal of Focus Area C is to provide high-quality and unique digital learning experiences that enhance instruction, emphasizing those experiences for under-served students, and preparing staff to utilize technology.

Some examples of Focus Area C could include:
- ***Providing technology devices, connectivity devices, resources, and supports***. This includes providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators and includes items such as purchasing online courses, increasing access to online courses, and purchasing devices and wifi supports.
- ***Training*** to build capacity for principals, other school leaders, and teachers in the area of effective use of technology to enhance instruction and personalize learning.
- ***Providing professional learning tools***, devices, content, and resources to personalize learning, use technology effectively in the classroom, and support teacher collaboration to educators, school leaders, and administrators.
- ***Identify and address technology readiness needs***, including the types of technology infrastructure and access available to the students served by the LEA, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security.

- ***Using technology, consistent with the principles of universal design for learning (UDL)***, to support the learning needs of all students, including children with disabilities and EL.
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic course and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential.
- Making instructional content widely available through **open educational resources**.
- ***Implement digital citizenship initiatives*** to include strategies to address student safety .
- Other supports, programs, or activities that provide support and access to using technology to advance student learning.

Please note the aforementioned activities in all sections are all examples of approvable programming with Title IV funds, however this listing is far from exhaustive. For further examples please visit our [Title IV Resource Guide](#) or visit the [Title IV Resources](#) website and visit the "Resources" dropdown menu.

Other Important Considerations

Supplement, Not Supplant: As with other federal funding, Title IV must abide by the supplement, not supplant federal regulations. In general, Title IV funding may not be used for activities that would have otherwise been paid with State or local funds. For example positions such as staffing positions need to be new or expanded upon positions.

20, 20, and Some: Unique to Title IV is the 20, 20, and some regulation. When an LEA has a total allocation of $30,000 or more, it is then required that the LEA allocated at least 20% to Focus Area A, at least 20% to Focus Area B, and some to Focus Area C. This regulation is not applicable to an LEA with a total allocation of under $30,000.

Reporting: Title IV requires two main data collections annually to inform our federal reports. At the end of a grant cycle it is required that an LEA submit a Final Expenditure Report (FER) summarizing their expenditures by budget category and Focus Areas for that specific grant cycle, for example FFY19. Within this report the LEA would only detail expenditures from the respective grant cycle.
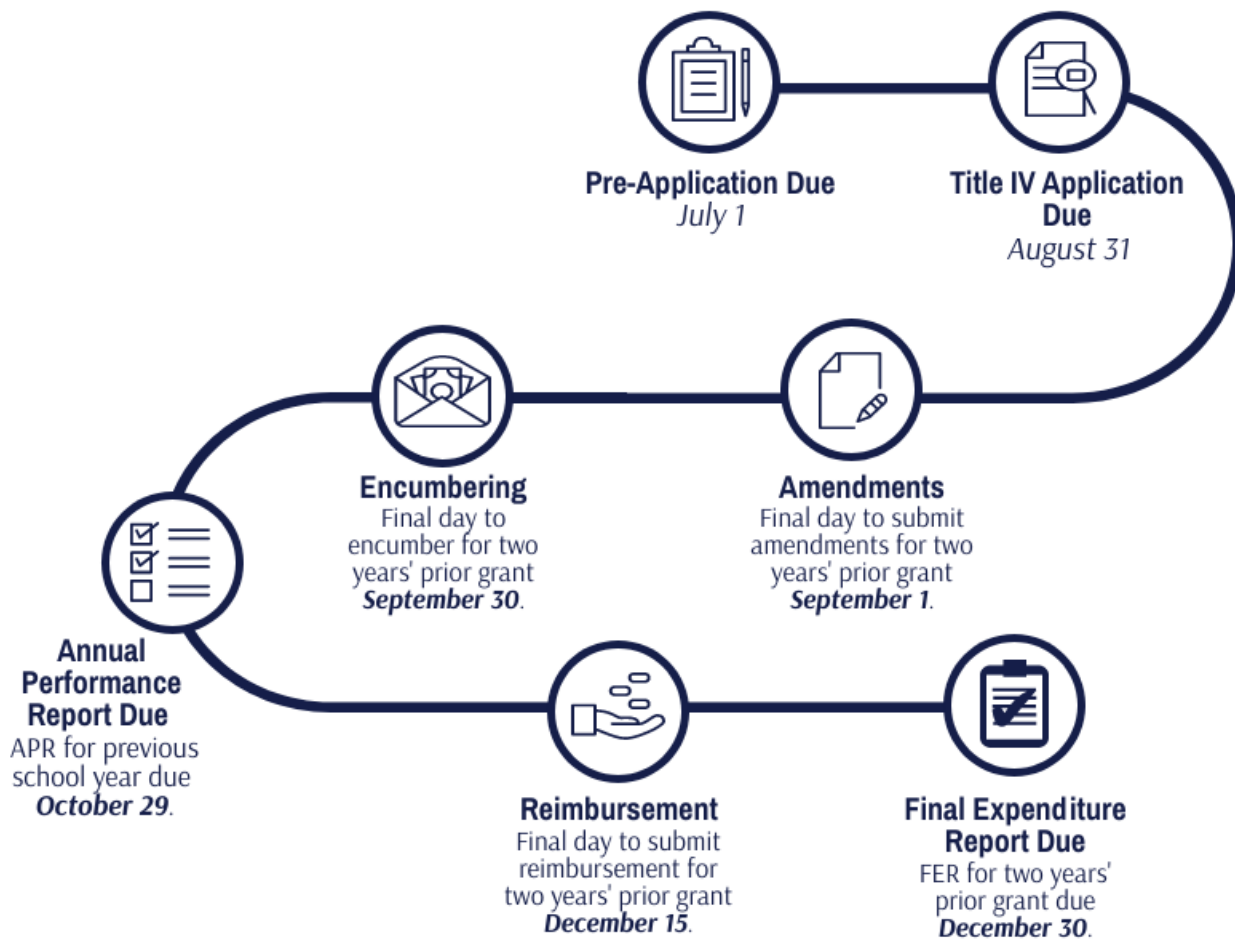
The second data point is the Annual Performance Report (APR) which again collects expenditure data from the focus areas and overall expenditure, however, this data should be gathered from a specific school year, regardless of what Title IV grant the expenditures were made from. Since Title IV funding is a 27 month grant cycle, it is possible for an LEA to have multiple Title IV grants running concurrently and therefore possible to have expenditures from multiple Title IV grant years. Focusing on a specific timeframe, this report gathers not only overall expenditures during a specified school year, but also expenditures from the Focus Areas during that school year.

Although similar data sets are collected, the reports serve different purposes as the FER focuses on gathering data from a specific grant cycle, whereas the APR focuses its data collection on a specific school year, which could involve multiple Title IV grants. Both of these reports are essential in our federal reporting process.

Technology: Within Focus Area C, there is a 15% cap placed on technology infrastructure such as software, hardware, and devices. The 15% cap applies to Focus Area C programming, not the overall allocation. For example, if an LEA were to have a total Title IV allocation of $10,000 and from that total allocation, $1,000 was allocated to Focus Area C programming, then $150 would be the allowed maximum to spend on technology infrastructure.

Title IV Application, Resources, and Support: For support with your application and throughout the grant process please visit our Title IV Resources page. There you will find a toolkit with infographics, walkthroughs, checklists, and more to assist with the planning, application, implementation, and reporting of your grant. All Title IV forms such as the application itself and reporting forms can be found on our Title IV Application Materials website.

Timeline: Please see the timeline below for what a calendar year will look like for Title IV.

Pre-Application Due
July 1

Title IV Application Due
August 31

Encumbering
Final day to encumber for two years' prior grant
September 30.

Amendments
Final day to submit amendments for two years' prior grant
September 1.

Annual Performance Report Due
APR for previous school year due
October 29.

Reimbursement
Final day to submit reimbursement for two years' prior grant
December 15.

Final Expenditure Report Due
FER for two years' prior grant due
December 30.

Title IV-A Non-Allowable Activities

Your Title IV programming should relate directly to your comprehensive needs assessment, which is a required component of Title IV. Title IV has a positive focus on key items such as educating the whole child; creating well-rounded educational opportunities for all students; body and drug education and awareness; equity and increasing access to traditionally underrepresented subgroups; and providing wrap around support services; funds should be used to implement supportive measures, no programming should be used for punitive purposes. Other generally not allowable requests include items such as food, drug-testing for students, medicines, weapons, and anything that could be disqualified with the supplement, not supplant regulation. Other non-allowable activities will be discussed on an individual basis with the applying LEA.

Title IV-B: 21ˢᵗ Century Community Learning Centers Program (21ˢᵗ CCLC)

Overview and Purpose

The purpose of Title IV-B is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including:

- Provide opportunities for academic enrichment to youth who attend low-performing schools, in order to meet the challenging State academic standards.
- Offer youth a broad array of character enrichment programs that may include, but are not limited to: mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, drug and violence prevention programs, counseling programs, art, music, financial literacy programs, environmental literacy programs, and others.
- Offer families of youth served by the community learning centers opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development.

21ˢᵗ Century Community Learning Centers should support and reinforce school day goals as well as work collaboratively with school staff in an effort to better support youth and achieve student outcomes. In addition to collaborating with school staff, Community Learning Centers can form relationships with community-based organizations, to ensure youth and families can take advantage of multiple resources in the community. Community Learning Centers can also offer community residents an opportunity to volunteer their time and expertise to help youth achieve academic and life goals while mastering new skills.

Eligibility

To qualify for 21ˢᵗ CCLC funding, applicants must have at least ONE of the following:
- 40% or higher Free and Reduced Lunch program student participation
- D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability

Any public or private organization is eligible to apply. Examples of these agencies and organizations include but are not limited to:
- School Districts/Charter Schools
- Schools (through an LEA or community-based organization)
- Educational Consortia (of Charter Schools or LEAs)
- Non-profit agencies
- City or County government agencies

- Education Service Centers
- Faith-based organizations
- Institutions of higher education

Expansion of Existing Programming: 21st CCLC funds may be used to expand and enhance current activities provided in existing 21st CCLC programs. For example, a current 21st CCLC grantee may apply for new funds to create a new 21st CCLC site or to serve additional youth at a current 21st CCLC site. A grantee may also use funds to align activities to help youth meet local and state Academic and Afterschool standards if those services are not part of the current out-of-school time program.

21st CCLC Nonpublic School Subgrants: A Non-Public School (NPS) is defined as a school supported by a private organization or individuals other than government. Youth, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to NPS youth and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and non-public schools in a 5 mile radius of each program site. Grantees must consult with NPS officials during the design and development of the 21st CCLC Program on issues such as how the youth's needs will be identified and what services will be offered. Services and benefits provided for NPS youth must be secular, neutral, and non-ideological.

Note: Virtual Schools, where at least 51% of instruction happens online, are not eligible to apply. This includes virtual charter schools and fully virtual schools included in a traditional LEA.

Note: Individual public schools may not submit a proposal. Individual schools must apply through a Local Education Agency (LEA) or other eligible entities and may be funded in only one application. The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Note: Applicants should not propose to target student populations that are targeted by another existing 21st CCLC program. For a list of existing 21st CCLC programs, visit the current grantee web page.

Funding

Total Funding Amount: Applicants must show a breakdown of total funding request, including the total base annual funding amount as well as any additional operational cost needs that require a funding waiver request (see below). The IDOE will award only one grant per fiscal agent.

To determine an annual funding amount, utilize the following equation: *Number of youth X $2,500 per pupil allocation = total funding amount*. The equation should include a total number of youth

served across program site(s), year-round. ***Grantees must serve at least 40 youth annually.*** If the proposed program plans to operate during summer, summer costs should be included in the overall funding request using the annual per pupil allocation of $2,500.

Example:

Total number of youth	Per pupil allocation	Total base funding amount
75 youth	$2,500/youth	$187,500

Funding Waiver: Applicants who feel their program has extenuating circumstances may request additional funding. The Funding Waiver Request must include a narrative stating why the program model qualifies for the request, using one of the required areas below:
- The LEA has a Free & Reduced Lunch Rate of 95% or higher.
- The LEA has a rural locale code of 32, 33, 41,42, or 43
  - See Master REAP Eligibility Spreadsheet (click on the eligibility tab)
- If the program will serve more than 120 youth, annually
- If the program will serve a significant number of youth that require additional support (students with disabilities, English Language Learners, students in foster care, migratory students, etc.)
- If the program will have a significant transportation cost due to:
  - the distance between program sites or program site and the school ***OR***
  - the overall lack of existing transportation infrastructure in the community
- If the program has significant programming costs that align with core grant requirements that greatly exceed the determined base funding amount

Note: To the extent practicable, IDOE will distribute funds equitably among geographic areas within Indiana, including urban, suburban, and rural communities.

Carryover of Funds: IDOE does not allow grantees to carryover unused funds from year to year. Grantees are required to use funds in the year in which they are awarded and encouraged to contact IDOE if there are significant problems which might prohibit expenditure of available funds.

Program Income: Programs must be equally accessible to all youth targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding-scale of fees and scholarships for those who cannot afford the program. Programs must also ensure all program materials distributed for recruitment include information that youth and families can engage in the

program, free of charge. Income collected from fees must be used to fund 21st CCLC eligible program activities specified in the grant application.

Indirect Costs: Applicants may choose to include indirect costs in their budget proposal. According to EDGAR, 34 C.F.R. 76.563, a restricted indirect cost rate must be used with 21st CCLC as it is a program "with a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds." Grantees will be required to utilize the restricted indirect cost rate agreement with IDOE. In the absence of an indirect cost rate agreement with IDOE, they may utilize the de minimis rate of up to 8%.

Allowable Activities: Under *Every Student Succeed Act* Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities that advance student academic achievement. According to U.S. Department of Education Guidance, below is the recommended list of activities that programs can offer:
- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with—
  - the challenging State academic standards and any local academic standards; and
  - local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable youth to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide out-of-school time activities for youth who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that aid youth who have been truant, suspended, or expelled to allow the youth to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics; including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 es seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Note: Adult family members of youth participating in a community learning center may participate in educational services or activities appropriate for adults. Local programs may offer services to

support parental involvement and family literacy. Services may be provided to families of youth to advance the youths' academic achievement. However, programs are open only to those adults who are members of the families of participating youth.

Unallowable Expenses: 21st CCLC grant funds **may not** be used for the following:
- Entertainment: field trip without approved academic content
- Preparation of the 21st CCLC initial application
- Pre-Award Costs (incurred before the grant effective date)
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Capital Improvements
- Permanent Renovations
- Food including refreshments/snacks
- Direct charges for items/services that the indirect cost rate covers

Requirements

Hours and Days of Operation: Sites are required to provide services to youth a minimum of 130 days per school year. Services to youth are those services where most of the enrolled youth can participate.
- Elementary programs are required to operate at least 12 hours per week
- Middle School programs are required to operate at least 10 hours per week
- High School programs are required to operate at least 8 hours per week.

Program days and hours may be offered as follows during the school year:
- Before school (at least one hour per day, ends just before school begins)
- Afterschool (at least two hours per day, begins when school dismisses)
- Both before and after school (at least one hour before and two hours after)
- Non-school weekdays during the typical school year and Saturdays (at least 4 hours per day)
- During school breaks (intercession, spring break, etc.) at least 2 days per week and/or at least 4 hours per day

Summer programs must provide services for at least four (4) hours per day for four (4) days per week, with a minimum of four (4) weeks.

21st CCLC Staff: Grantees are required to have a 21st CCLC Program Director who is dedicated to the 21st CCLC program at least half time (.5 FTE). In addition, grantees are required to have a lead Site Coordinator at every programming site. Grantees who only operate one 21st CCLC site may utilize their Program Director as their lead Site Coordinator if desired.
- Per the Indiana Afterschool Standards, grantees are required to maintain appropriate staff-to-youths; one (1) staff person to fifteen (15) youth if there are youth who are five+

(5) years of age in the group, and one (1) staff person to twenty (20) youth for groups containing only children who are six (6) years of age or older.

Professional Development: 21st CCLC grantees are required to submit a comprehensive annual professional development plan. Grantees should allocate approximately 2% of their total annual allocation toward professional development needs.

Transportation: All applicants must assure that eligible youth are able to attend and participate. Transportation and access to the building site cannot be a barrier for youth participating in the 21st CCLC program. Grantees must provide youth access to transportation as needed; transportation options can include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation, etc. Requiring parents to provide transportation as a condition of student participation is ***not allowable***.

Advisory Council: IDOE requires grantees to regularly convene an advisory council that includes representation from diverse stakeholders including, but not limited to, school personnel, parents, community partners, etc. The advisory council should provide strategic support and resources that help a 21st Century Community Learning Center develop a meaningful grant request, engage community partners, align, and support school efforts, and improve and expand its services to youth.

Coordination of Services: The 21st CCLC serves as a supplementary program to enhance efforts and improve student academic achievement and help youth perform well on local and state assessments. 21st CCLC funds will create and expand out-of-school time programs that offer extended learning opportunities for youth and their families. Once these programs have been established with 21st CCLC funds, other Federal, state, or local funds can also be used to provide activities and services in these sites.

Coordination with the regular school day: The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The program may offer services to youth during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days. However, if determined to best meet the needs of families, adult parent involvement activities may take place during regular school hours.

External Evaluator: Grantees are ***required*** to engage a local evaluator who is external to the 21st CCLC program and/or partners. Grantees may not utilize evaluators that are internal employees of their organization. An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continuous program improvement. Grantees must use no more than six (6) percent of the funding award (minus indirect costs) for local program evaluation throughout the four (4) year grant period.

Federal Data Collection and Reporting: 21st CCLC grantees are required to utilize the data collection system provided by IDOE. Information required by the IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. The IDOE system is web-based and requires grantees to have a secure, high-speed internet connection.

- Annual reporting to the U.S. Department of Education for all 21st CCLC programs will be submitted by IDOE from information provided by grantees and entered in the data collection system. **Data must be collected on all youth served at each program site.**
- **All MOUs between LEAs and community-based providers must include data-sharing language, including access to Student Testing Numbers (STN) of youth served at each program site.**
- At the completion of each grant year, grantees are required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE: End of Year Report, Local Evaluation Report(s), and Inventory List.

For additional information on the 21st CCLC program, please visit IDOE 21st CCLC program website: https://www.doe.in.gov/21stcclc.

Rural and Low Income Schools Grant (RLIS)

Overview and Purpose

The RLIS program is administered by IDOE which makes subgrants available to eligible LEAs by formula each year. Similarly to Titles II and IV, RLIS has a 27 month grant cycle. The RLIS Program is intended to meet the unique needs of rural and low-income districts by providing resources and flexibility to supplement select ESSA priorities. Challenges faced by these districts often include the lack of personnel and resources needed to compete effectively for federal competitive grants in combination with formula grant allocations in amounts too small to be effective in meeting their intended purpose.

Eligibility

LEAs eligible for RLIS grants must meet two eligibility criteria:

The LEA must have 20% or more of children served (ages 5-17) from families with incomes below the poverty line as determined by census data (not free/reduced)		
	AND	
All schools served must have a rural locale code of 32, 33, 41, and 43.		

Do note there is a *different* but similar grant offered directly by the U.S. Department, which is called the Small, Rural School Achievement Program. More information about the RLIS grant, including program eligibility, can be found at the US Department of Education's Small, Rural School Achievement Program Eligibility website.

Funding Options

RLIS funds may be used for Title I-A, Title II-A, Title III-A, Title IV-A, and Parent Involvement Activities.

Title I- A: Improving Basic Programs Operated by LEAs *Example:* A school district develops an entrepreneurial education program to supplement its reading curriculum.	Title II-A: Supporting Effective Instruction *Example:* LEA pays the stipend for a mentor teacher to work alongside a new or ineffective teacher for a full academic year.
Title III-A: Language Instruction for English Learners and Immigrant Students *Example:* LEA offers an afterschool enrichment program for English Learners.	Title IV-A: Student Support and Academic Enrichment *Example:* LEA purchases STEM programming and materials for a robotics club or class.
Parental Involvement Activities: Example: LEA implements a parental engagement program informing parents about strategies to improve achievement for students who are learning English or for preschool-age children.	

Other Important Considerations

For the most up-to-date information on RLIS grants, please visit Rural and Low Income Schools Grant webpage.

Title IV-C: Expanding Opportunity Through Quality Charter Schools

CSP Quality Counts Grant

Overview and Purpose

In 2017, IDOE applied for, and received, the USED ESSA discretionary grant, *Expanding Opportunity Through Quality Charter Schools*. IDOE was awarded $59 million over the course of the next five years. The purpose of the grant is to support the opening, expansion, and replication of high-quality charter schools.

The funding is being used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. Activities facilitate the sharing of best practices between traditional public schools and charter schools. IDOE is supporting these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process. For more information visit the [CSP Quality Counts](#) website.

Eligibility

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2018) or submitted a complete charter application and plan to open within 18 months. A completed charter application must have been already submitted and be under review by an approved Indiana authorizer.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

Expansion of a High-Quality Charter School: Expand means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high-quality charter school beyond the original charter in the **previous school year**. Anticipated or planned growth does not qualify as an expansion application. The significant increase in enrollment must have taken place in the previous academic year.

High-Quality Status

The Quality Counts grant prioritizes increasing the number of high-quality charter schools in Indiana. Replication or expansion applicants would need to meet the following high-quality criteria in order to be eligible for this grant:

| |
|---|
| **Federal Accountability Rating of "Meets Expectations" or "Exceeds Expectations":** Evidence of strong academic results including strong student academic growth and performance on state assessments; |
| **No Significant Issues** in the areas of student safety, school finance, operational management, or statutory or regulatory compliance (e.g., least restrictive environment, English learner services)—compliance with this standard will require no open corrective action plans with IDOE; and |
| **Meeting Subgroups Needs** through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency). Compliance with this standard will require the school to not be considered under targeted support and improvement, as defined by Indiana's ESSA plan. |

Funding Options

Eligible applicants may apply for up to $900,000 over a total length of no more than five years, of which no more than 18 months of planning is included. Authorized activities include:

1. Costs associated with preparing teachers, school leaders, and specialized instructional personnel including professional development and hiring during the planning period.
2. Acquiring supplies, training, equipment, and educational materials.
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes (excluding construction).
4. Providing one-time startup costs associated with providing transportation.
5. Carrying out community engagement activities.
6. Providing for other appropriate, non-sustained costs related to opening, replicating, or expanding a high-quality charter school.
7. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with providing professional development.
8. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following: teachers, school leaders, and specialized instructional support personnel, such as special education or EL teachers.
9. Acquiring supplies, training equipment including technology, and educational materials (including development of materials).

Other Important Information

The Quality Counts grant funding is divided in the following ways:
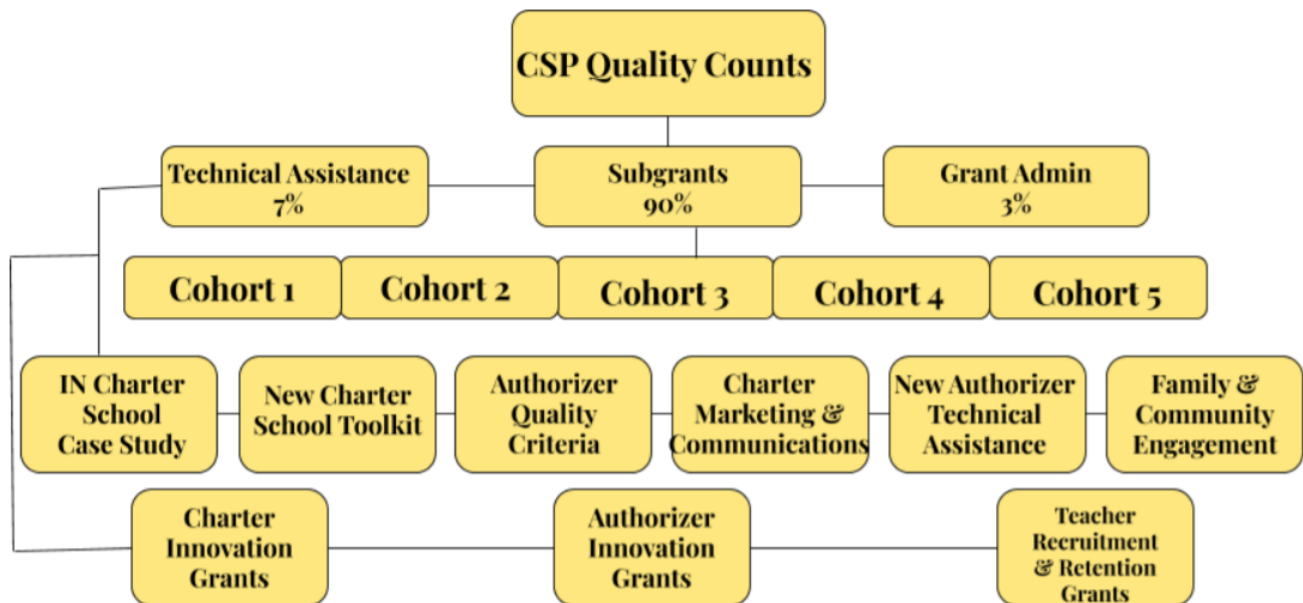
Innovation Grants and Technical Assistance (7%): This funding is for varied technical assistance opportunities for schools that do not meet subgrant eligibility requirements or wish to only participate in technical assistance. These are mini-grants or technical assistance opportunities with a mixture of formula and competitive grants in several areas of need.

Subgrants to Open, Expand, Replicate (90%): This funding is allocated to the subgrantees with the high-quality eligibility requirements.

Administrative Cost for Grant Administration (3%): This funding is used toward IDOE personnel, travel, equipment, and supplies necessary for grant administration.

CSP Keys to Quality Grant (CFIG)

Overview and Purpose

The main goal of this grant is to improve facilities, which will encourage improved learning environments and student outcomes. The following three objectives will meet the overarching goal:
- Increase the number of high-quality charter school facilities statewide;
- Support charter school grantees to be academically successful; and
- Prepare and support charter schools to serve diverse populations and close the achievement gap between subgroups.

As such, we will measure the extent that high-quality facilities improve educational outcomes.

Eligibility

Charter schools are eligible for the Keys to Quality, Indiana Charter School Facilities Incentive Grant if they have been operating for at least one academic school year and have a federal accountability score of "Meets" or "Exceeds Expectations". More information about a school's federal accountability rating can be found on the [CSP Keys to Quality](#) website. Schools that are adult high schools beyond the typical K-12 population, virtual schools, charters that receive a pro rata share of local property taxes, and charter schools with no Federal accountability history are ineligible.

Funding Options

Charter school applicants with an "Exceeds Expectations" on the federal accountability model will receive a 1.5 weighted per-pupil figure as compared to charters that receive a designation of "Meets Expectations."

Other Important Information

IDOE is collaborating with an external expert to provide fiscal and facilities management professional development that could be applicable to both charter LEAs and district LEAs.

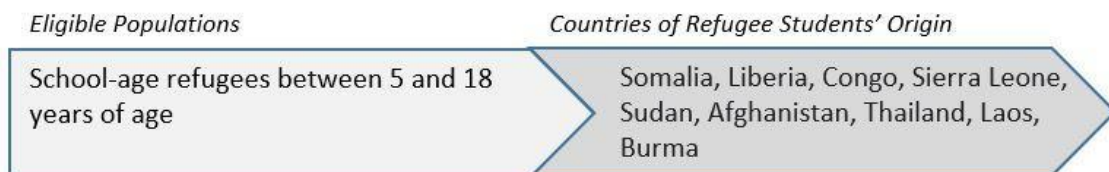# Refugee Children School Impact Grant (RCSIG)

Overview and Purpose

In the Refugee Act of 1980, P. L. No. 96-212, Congress codified and strengthened the United States' historic policy of aiding individuals fleeing persecution in their homelands. The Refugee Act of 1980 provided a formal definition of "refugee":

"Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion."

The Refugee Act provided the foundation for the development of an Office of Refugee Resettlement (ORR) within the Department of Health and Human Services in Washington, D.C. ORR's mission is to assist refugees and other special populations, in obtaining economic and social self-sufficiency in their new homes in the United States.

Eligibility

The Office of Refugee Resettlement established the Refugee Children School Impact Grant Program that provides for some of the costs of educating refugee children incurred by local school districts in which SIGNIFICANT numbers of refugee children reside. The IDOE will identify those with the help of Indiana refugee resettlement agencies and will invite them to participate. LEAs use the grant to fund activities that will lead to the effective integration and education of refugee children.

Eligible Populations	Countries of Refugee Students' Origin
School-age refugees between 5 and 18 years of age	Somalia, Liberia, Congo, Sierra Leone, Sudan, Afghanistan, Thailand, Laos, Burma

Other Important Information

The U.S. Citizenship and Immigration Services (USCIG) has several new products available for new immigrants:

- *Welcome to the United States: A Guide for New Immigrants* is a comprehensive booklet on rights and responsibilities, getting settled in the U.S., education and childcare, emergencies and safety, and the U.S. government. It is available in a variety of languages.
- *USCIS Civics Flash Cards* help immigrants learn about U.S. history and government in preparation for the naturalization exam.

These resources may be ordered through the [U.S. Citizenship and Immigrant Services](#) website or by calling (201) 272-1310.

Online Resources

[Office of Refugee Resettlement (ORR)](#) provides resources to assist refugees in becoming integrated members of American society.

[The United Nations Refugee Agency](#) leads and coordinates international actions to protect refugees and resolve refugee problems worldwide.

Additional Federal Grant Funding Sources

The following federal grants are also available for schools to apply for through IDOE. The explanations and links provided below may be used to access specific information about each funding source.

Career and Technical Education Grants (Perkins)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. For more information, visit the [Indiana CTE](#) website, or the [Indiana College and Career Pathways](#) site.

Elementary and Secondary School Emergency Relief Fund (ESSER/CARES Act)

The Coronavirus Aid, Relief, and Economic Security Act, or CARES Act, provided an economic stimulus to individuals, businesses, and schools. Although the CARES Act released additional support indirectly to students, families, and educators through SNAP, Head Start, childcare, and so on, this information will focus upon the 18003 Elementary and Secondary School Emergency Relief (ESSER) Fund. Please visit the IDOE [ESSER/CARES Act](#) website for complete information, frequently asked questions, and other resources.

ESSER II

ESSER II funds follow the same general rules and procedures as ESSER/CARES act funds, with these additions in terms of allowable expenses:
1) Accelerated learning among students, including low income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care… including by:

a) Administering and using high quality assessments that are valid and reliable;
b) Implementing evidence based activities to meet comprehensive needs of students;
c) Providing information and assistance to parents and families on how they can effectively support students; and/or
d) Tracking student attendance and improving student engagement in distance education.
2) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards.
3) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.

Please visit the IDOE ESSER II website for complete information, frequently asked questions, and other resources.

A notable change is nonpublic school equitable share. There is no equitable share requirement for nonpublic schools as part of ESSER II. Nonpublic schools may apply for Emergency Assistance for Nonpublic Schools (EANS) funds individually and directly. Additional information on EANS may be found on the EANS website.

ESSER III

The American Rescue Plan authorized the third of our COVID-related stimulus funds, ESSER III. ESSER III provides just over $1.9 billion in emergency funding for Indiana's K-12 schools.

ESSER III largely builds on the already broad uses of the CARES Act and ESSER II, with an emphasis on implementation of evidence based activities that address learning loss, meet the social-emotional needs of our students, and meet the needs of all students. Please visit IDOE ESSER III website for a list of allowable uses.

However, ESSER III will come with a few additional requirements:

- Applicants will need to budget at least 20% of their total allocation on evidence-based activities to address learning loss such as afterschool programs, extended school day/year, and summer programming.
- Applicants will need to post a plan to return to in-person instruction and post this plan on a public website within 30 days of receiving ESSER III funds.
    ○ This plan must describe how you will return to in-person instruction and allow for public comment.
    ○ Many schools have already returned to in-person instruction or never stopped in-person instruction. Statute specifically allows for plans that were previously developed and allowed for public comment will satisfy this requirement.
        ■ An example could be a previously developed plan that was approved by the local school board and the school board meeting allowed for public comment. The plan should then be posted on a public website within 30 days of receiving ESSER III funds.

- Maintenance of Equity (MEQ). More guidance will be made available when finalized by the US Department of Education, but essentially LEAs will not be permitted to disproportionately under-fund nor under-staff (in terms of FTEs) the highest poverty schools in the district.
- Like ESSER II, ESSER III does not have an equitable share requirement.

Additionally, in the ESSER III application, there are the following new elements:

- A specific budget and narrative for the 20% learning loss set-aside;
- An assurance that your district consulted with stakeholders on your ESSER III application;
- A description of how your district is ensuring CDC guidelines are being followed to reopen schools safely; and
- A description of how your ESSER III activities will meet the needs of student groups most impacted by the pandemic.

Governor's Emergency Education Relief Fund (GEER)

The Governor's Emergency Education Relief (GEER) Fund, created by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), allows the Governor to provide support to local educational agencies (LEAs) and institutions of higher education (IHEs) with an application focus on developing and improving the availability of distance/remote learning techniques and technologies. Indiana received $61.6 million in GEER funding. In collaboration with the Indiana Department of Education, the Commission for Higher Education, the Indiana State Board of Education, and the Governor's office, a needs-based, competitive grant program was created to support the unique challenges associated with distance/remote learning including device access, internet connectivity, and educator training/development. These funds have been awarded based upon an application process completed in Fall 2020. Please visit IDOE GEER website for additional information and resources.

Appendix Links

[Federal Grants Monitoring Appendix](#)

[Nonpublic Guidance Appendix](#)

[Title I-A Appendix](#)

Relevant Guidance

Indiana Department of Education, Office of Title Grants and Supports. (n.d.). *Title I Handbook 2014-2015*.

Indiana Department of Education, Office of Title Grants and Supports. (n.d.). *2021 - 2022 Edition Fiscal Guidance Handbook*.

Sweeney, J. C. (2017). *Title I Programmatic and Accountability Requirements Under ESSA*. Palm Beach Gardens, FL: LRP Publications.

Sweeney, J. (2016). *What do I do when--the answer book on Title I*. Palm Beach Garden, FL: LRP Publications.

United States, Congress, *Improving Basic Programs Operated by Local Educational Agencies: Policy Guidance for Title I-A*, U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center, 1996.

United States, U.S. Department of Education, Indiana Department of Education. (n.d.). *State Template for the Consolidated State Plan Under the Every Student Succeeds Act* (pp. 57-67).

References and Links

Introduction and Federal Grants Overview Links:

IDOE Title Grants and Supports website: https://www.doe.in.gov/grants

CDA Credential: https://www.cdacouncil.org/about/cda-credential

Federal Title Grants: Side-by-Side:
https://docs.google.com/spreadsheets/d/1Nii6qf-gNBDXj2-fPIWY6UjzkzrJjBTBPVyK--J58Ck/edit?usp=sharing

Federal Grants Monitoring Appendix:
https://www.doe.in.gov/sites/default/files/grants/federal-grants-monitoring-appendix.pdf

Title Grants Fiscal Handbook:
https://www.doe.in.gov/sites/default/files/grants/final-fiscal-v2-handbook.pdf

Nonpublic School Ombudsman and Nonpublic Guidance:

Ombudsman Website: https://www.doe.in.gov/grants/ombudsman

Nonpublic Equitable Services Appendix:
https://www.doe.in.gov/sites/default/files/grants/non-public-guidance-appendix.pdf

Evidence of Consultation Form:
https://www.doe.in.gov/sites/default/files/grants/updated-affirmation-consultation-updated-32421.docx

Emergency Assistance for Nonpublic Schools (EANS): https://www.doe.in.gov/grants/eans

Title I-A: Improving Basic Programs- Additional Resources and Guidance:

Title I-A Appendix: https://www.doe.in.gov/sites/default/files/grants/title-i-part-appendix.pdf

Title I-A: U.S. Department of Education Federal Guidance:
https://www.doe.in.gov/grants/titlei/federal-guidance

Education for Homeless Children and Youths Program Non-Regulatory Guidance:
http://www.doe.in.gov/sites/default/files/titlei/guidance-education-homeless-children-and-youths.pdf

Title I-A Resources Page: https://www.doe.in.gov/grants/titlei/resources-pd-etc

Sample Budget:
https://www.doe.in.gov/sites/default/files/titlei/title-i-budget-cheat-sheet-updated-01-2021.pdf

IDOE Title Grants and Supports website: https://www.doe.in.gov/grants

IDOE Schoolwide Programs: https://www.doe.in.gov/grants/schoolwide-programs

Federal Accountability Ratings:
https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports

Title I-C: Education of Migratory Children:

Regional Migrant Resource Centers: https://www.doe.in.gov/elme/migrant-education-program

Migrant Education Grant: https://www.doe.in.gov/elme/migrant-101

Work Survey English and Spanish:
https://www.doe.in.gov/sites/default/files/elme/work-survey-english-spanish-updated-feb-21.pdf

Work Survey Haitian and Creole:
https://www.doe.in.gov/sites/default/files/elme/work-survey-creole-04-25-17.pdf

Title I-D: Neglected or Delinquent Children and Youth (N&D):

IDOE Moodle Site: https://moodle.doe.in.gov/

IDOE Title I-D Website:
https://www.doe.in.gov/grants/titlei/data-reporting-and-neglected-and-delinquent-programs

Title II-A: Supporting Effective Instruction:

IDOE Title II-A Website: https://www.doe.in.gov/grants/title-iia

Title III-A: Language Instruction for English Learners and Immigrant Students:

WIDA's English Language Development Standards Framework, 2020 Edition:
https://wida.wisc.edu/teach/standards/eld

IDOE Title III Webpage: https://www.doe.in.gov/elme/title-iii-language-instruction

Dual Language Immersion: https://www.doe.in.gov/ccr/dual-language-immersion

Title III-A Consortium information:
https://www.doe.in.gov/sites/default/files/elme/2020-2021-title-iii-application-user-guide-revised.pdf

Migrant Education: https://www.doe.in.gov/elme/migrant-101

Title IV-A: Student Support and Academic Enrichment Grant:

Title IV Resource Guide:
https://www.doe.in.gov/sites/default/files/grants/title-iv-resource-guide-1-29-2021.pdf

IDOE Title IV-A Website: https://www.doe.in.gov/grants/title-iv

Title IV Resources: https://www.doe.in.gov/grants/title-iv-resources

Title IV Application Materials: https://www.doe.in.gov/grants/title-iv-application-materials

Indiana STEM:
https://www.doe.in.gov/ccr/indiana-stem-education-science-technology-engineering-and-mathematics

Title IV-B: 21st Century Community Learning Centers Program (21st CCLC):

Existing 21st CCLC Programs:
https://www.doe.in.gov/sites/default/files/21stcclc/2020-contact-sheet-website.pdf

Indiana Afterschool Standards:
https://www.indianaafterschool.org/wp-content/uploads/2018/11/IANStandards_Top_Ten10.2018-1.pdf

IDOE 21st CCLC Program Website: https://www.doe.in.gov/21stcclc

Rural and Low Income Schools Grant (RLIS):

Small, Rural School Achievement Program Eligibility Website:
https://www2.ed.gov/programs/reapsrsa/eligibility.html

IDOE Rural and Low Income Schools Grant: https://www.doe.in.gov/rural

REAP Eligibility Spreadsheet: https://www2.ed.gov/programs/reapsrsa/eligibility.html

1003 School Improvement Grants (SIG):

School Improvement Grants (SIG):
https://www.doe.in.gov/sites/default/files/news/june-14-ebi-clarification-sig-imp-grant-review-rubric.pdf

CARES, ESSER, and GEER:

Elementary and Secondary School Emergency Relief (ESSER) Fund:
https://www.doe.in.gov/grants/cares-act

ESSER II: https://www.doe.in.gov/grants/esser-ii-and-geer-ii

ESSER III: https://www.in.gov/doe/grants/esser-ii-and-iii

Governor's Emergency Education Relief (GEER) Fund: https://www.doe.in.gov/grants/geer

Title IV-C: Expanding Opportunity Through Quality Charter Schools:

Quality Counts Grant information: https://www.doe.in.gov/grants/csp-quality-counts

Keys to Quality (CFIG) Charter School Facilities Grant:
https://www.doe.in.gov/grants/csp-keys-quality

CSP Keys to Quality Website: https://www.doe.in.gov/grants/csp-quality-counts-evaluation

Refugee Children School Impact Grant (RCSIG):

U.S. Citizenship and Immigrant Services Website: http://www.uscis.gov/portal/site/uscis

Office of Refugee Resettlement (ORR): http://www.acf.hhs.gov/programs/orr/

The United Nations Refugee Agency: http://www.unhcr.org/cgi-bin/texis/vtx/home

Additional Federal Grant Funding Sources:

Indiana CTE Website: https://www.in.gov/gwc/2445.htm

Indiana College and Career Pathways Website:
https://www.doe.in.gov/cte/indiana-college-career-pathways

State Procurement, Indiana General Assembly: http://www.in.gov/legislative/iac/iac_title?iact=25