



Dr. Jennifer McCormick
 Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Part 1: Grantee Information

School Corporation/ Eligible Entity:		Corp #	
Title IV Program Administrator:		Email	
Title IV Program Administrator Telephone Number:			
Superintendent Name:		Email	
Total Funding Allocation:	<input type="text"/>		

Submit applications via jotform: [Jotform](#)

- Public LEAs and Charter schools are eligible if they have received a Title I allocation in the prior year. If an LEA did not receive an ESEA Title I, Part A allocation in the preceding year, it would not be eligible to receive an SSAE subgrant award. SEAs award SSAE subgrants to LEAs by formula in the same proportion as to the LEAs' prior year Title I, Part A allocations. (ESEA section 4105(a)(1)).

- New charter schools, which would not have received an ESEA Title I, Part A allocation in the preceding year, would be eligible to receive an SSAE subgrant award in accordance with section 4306 of the ESEA.
- If an optional consortium is formed, a fiscal agent must be designated. LEAs applying for funds as a consortium shall submit a single application and designate one LEA to serve as fiscal agent.

Important Grant Information

- ALL LEAs may apply individually.
- LEAs may apply as a consortium for Title IV funding. Please submit one application and identify the fiscal agent for the consortium
- LEAs that will receive \$30,000 or more must spend 20% of allocation on Focus Area A and B and must spend portion of allocation on Focus Area C
- LEAs must spend no more than 15% on technology or technology infrastructure
- LEAs must provide equitable services to nonpublic schools within their geographic area through timely and meaningful consultation

Application Type:

Select one of the following options:

- Individual LEA Application, if applying as an individual LEA please skip the next section.
- LEA Consortium Application

If participating in a *LEA Consortium*, please indicate the consortium's fiscal agent:

If participating in a *LEA Consortium*, please list the participating members and corresponding corporation numbers:

If participating in a *LEA Consortium*, please complete the following section.

Consortium Participant Agreement

(NOTE: this section is only required for LEAs entering into a consortium for Title IV, Part A funding.)

By signing this form, the LEA agrees to participate in a consortium application for Title IV funds for the 2019-2020 school year and to meet all of the assurances and program requirements as outlined in the Title IV grant application. *Signed and dated copies for each member of the consortium should be submitted by the fiscal agent with the final Title IV application.*

School Corporation		Corp #	
Superintendent Name			
Signature of Superintendent		Date	
Title IV Administrator Name			
Signature of Title IV Administrator		Date	
Fiscal Agent School Corp./ Eligible Entity Name		Corp #	

Fiscal Agent Name			
Fiscal Agent Signature		Date	

Part 2: Title IV, Part A Grant Information

Title IV, Part A grants are intended to improve students’ academic achievement by increasing the capacity of States, LEAs, schools, and local communities to provide all students with access to a well-rounded education, create safe and healthy schools, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Grant Award Information:

Federal Program Title	Title IV, Part A – Student Support and Academic Enrichment Grants
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.424A
Award Name	Student Support and Academic Enrichment Grants
Award Number	S424A190015

Grant Award Timeline:

Title IV, Part A Application Released	July 1st, 2019
Technical Assistance Recording	June 30th, 2019
LEA Applications Due:	August 30st, 2019
Last Date to Submit Amendments:	September 1st, 2021
Last Date to Encumber Funds:	September 30th, 2021
Last Date for Reimbursement:	December 15th, 2021
Final Expenditure Reports Due:	December 31st, 2021

Additional Resources:

Title IV, Part A Website: <http://www.doe.in.gov/grants/title-iv>

Title IV, Part A Online Resources: <https://www.doe.in.gov/grants/title-iv-resources>

Title IV, Part A Resource Guide: <https://www.doe.in.gov/sites/default/files/grants/resource-guide-final-version.pdf>

Part 3: LEA and School Assurance and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

1. Assurance that the LEA will complete all activities and requirements by the state, including an emphasis on the following through a needs assessment to ensure access to a well-rounded education, improvement of school conditions for student learning to create a healthy and safe school environment, or access to personalized learning through technology: Science, Technology, Engineering, and Mathematics (STEM); or Reading; or Career & Technical Education; or International Baccalaureate (IB), Dual Credit, and Advanced Placement; or Social/Emotional and whole child supports
2. Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
3. An LEA that is awarded a grant shall spend no more than 15% of its funding on technology infrastructure;
4. The Title IV, A funds will be used only to supplement and not supplant state and local funds a school would otherwise receive.
5. Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
6. Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
7. The LEA or consortium will prioritize the distribution of funds to schools served by the LEA or consortium by one of the following: schools that are among the schools with the greatest needs, as determined by such local education agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c) that are eligible for Title I services; are identified for comprehensive support and improvement; are implementing targeted support and improvement plans; are identified as persistently dangerous public elementary school or secondary schools.
8. The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in evidence-based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
9. Comply with section 8501-8504, regarding equitable participation of private school children and teachers.
10. Engage in consultation with stakeholders in the area served by the LEA regarding the focus areas and content of this grant. Stakeholders must include, but are not limited to parents, teachers, principals, students, school leaders, charter school representatives, specialized instructional support personnel, Indian tribes (when applicable), local government representatives, and community-based organizations.
11. The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
12. The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.
13. The LEA certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.
14. A Request for Amendment to Title IV, Part A Grant Application will be submitted under these circumstances: 1) a 10% funding change in a budget category; and/or 2) a change in the scope of activities within a category.

Superintendent Signature: _____

Date: _____

Federal Grant Administrator Signature: _____

Date: _____

Treasurer Signature: _____

Date: _____

Part 4: Title IV, Part A Improvement Menu of Interventions

Note: Applicants are encouraged to request funding for activities that integrate, to the greatest extent possible, allowable activities from multiple focus areas based on the comprehensive needs assessment.

Supplement, Not Supplant: As per Sec. 4110, these funds shall be used to supplement, not supplant non-Federal funds that would otherwise be used for activities authorized under this subpart. Applicants are to ensure that planned activities supplement, not supplant non-Federal funds that would be used for similar activities.

Focus Areas and Possible Interventions:

Focus Area A: Provide All students with access to 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. Allowable uses of funds include but are not limited to: direct services for students, extended learning opportunities (after, before school), professional development, salaries of personnel to carry out identified programs and services, supplemental educational resources and equipment. Please reference the [Title IV, Part A Resource Guide](#) for examples of activities, please note this is not a comprehensive list.

***LEAs must spend a minimum of 20% of total allocation in Focus Area A if total allocation is \$30,000 or more.**

Improve student engagement and achievement by improving student access to:

- Science, technology, engineering, mathematics, and/or computer science
STEM activities may include, but are not limited to: increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions; 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 programs that take place during the school day and those that take place during out-of-school time; and integrating other academic subjects such as the arts into STEM curricula.

Example definitions used in exemplary STEM programs include: Inquiry-based/real world/problem-solving state or nationally recognized curriculum: hands-on learning opportunities that focuses on critical thinking, problem solving and real-world relevance; access to relevant, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond; is a process of inquiry-based activities that encourage students to contextualize the project with respect to existing knowledge and experience, and to communicate what they learned as a result.

Schools can visit the IDOE-STEM education webpage to see STEM resources and take the first steps in becoming a STEM Certified School:

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

- Reading, Language Arts.
- 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 AP or IB programs, dual or concurrent enrollment programs, and early college high schools.*
- Career and college counseling/guidance: *This may include, but is not limited to: counseling programs and services, assistance applying for college entrance and financial aid, advising on academic and occupational training, transition programs, and preparing for college aptitude tests.*
- Integration or expansion of arts program this may include but is not limited to: *Implementing after-school arts programs; expanding above and beyond upon during school art programs; contracting local arts organizations to bring in arts programming; and other forms of arts integration.*
- Foreign Languages.
- Service Learning.
- Extended learning opportunities (before or after school programming).
- Provide opportunities for physical activity and wellness.
- Any other courses, activities, and programs, or other experiences that contribute to a well-rounded education.

Focus Areas and Possible Interventions:

Focus Area B: Safe and Healthy Students and Social Emotional Learning:

Safe and healthy schools focuses on creating safe and healthy schools through activities such as the following: healthy lifestyle practices, mental health support an 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. Allowable uses of funds include, but are not limited to: direct services for students, extended learning opportunities (after, before school), professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment. Please reference the [Title IV, Part A Resource Guide](#) for examples of activities, please note this is not a comprehensive list. Visit the Indiana Department of Education's [Social-Emotional Learning Website](#) for more information on social-emotional learning.

***LEAs must spend a minimum of 20% of total allocation in Focus Area B if total allocation is \$30,000 or more.**

Foster safe, healthy, supportive, and drug-free environments that support student achievement by:

- Implementing drug and violence prevention programs.
- Training school personnel in drug, violence, trafficking, and trauma responsive practices.
- Implementing programs that educate students and school personnel about bullying and harassment prevention.
- Supporting local educational agencies to implement 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.
- Supporting local educational agencies to expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs.
- Providing local educational agencies with resources that are evidence-based addressing ways to integrate health and safety practices into school or athletic programs, including physical and nutrition education.
- Implementing programs that support dropout prevention and re-entry.

- Implementing child sexual abuse awareness and prevention programs that are age-appropriate and developmentally appropriate for students or that provide information to parents and guardians of students about sexual abuse awareness and prevention.
- Implementing school wide positive behavioral interventions and supports.
- Designating a site 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. See the Indiana Department of Education’s [Social-Emotional Learning Website](#) for more information.
- Other courses, programs, or personnel, that contribute to improving school conditions for student learning.

Focus Areas and Possible Interventions:

Focus Area C: Effective Use of Technology:

Effective use of technology focuses on providing high-quality digital learning experiences for underserved student populations, and preparing staff to utilize technology. Funds can be used for professional development, extended learning opportunities, tech training, purchasing technology, and tech integration. Allowable uses of funds include, but are not limited to: direct services for students, extended learning opportunities (after, before school), professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment. Please reference the [Title IV, Part A Resource Guide](#) for examples of activities, please note this is not a comprehensive list.

*LEAs must allocate some funding in Focus Area C, if total allocation is \$30,000 or more.

*LEAs cannot spend more than 15% of total allocation on technology infrastructure

Increase access to personalized, rigorous learning experiences supported by technology by:

- Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning, use technology effectively in the classroom, and support teacher collaboration.
- 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
- Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners
- 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.
- Build capacity for principals, other school leaders, and teachers to use data and technology to improve instruction and personalize learning.
- 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.
- Making instructional content widely available through open educational resources.
- Implement digital citizenship initiatives that include strategies to address student safety.
- Other supports, programs, or activities that provide support and access to using technology to advance student learning.

Part 5: Title IV, Part A Comprehensive Needs Assessment

Comprehensive Needs Assessment (CNA)

An LEA must complete an assessment of local needs to ensure that Title IV, A interventions are targeted to meet the needs for: improvement in access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe school environment; and access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. This Comprehensive Needs Assessment (CNA) must ensure that chosen interventions are aligned with local needs, the evidence base and local capacity are considered when selecting a strategy, a robust implementation plan exists with adequate resources, and reflection informs next steps. [Section 4106].

Program Goals & Objectives

Briefly describe what will be accomplished through the proposed initiatives through Title IV, A.

Click here to enter text.

Consultation (Required)

Identify the stakeholders who were consulted in the design of the Title IV, A plan and describe the manner in which it occurred in the space below.

- Teachers
- Principals
- Other school leaders and professionals
- Paraprofessionals
- Instructional support personnel
- Parents

Data Sources & Measures

*Include **specific** educator and/or student data analyzed to determine needs.*

Click here to enter text.

Community partners

Students

Other: _____

Describe Consultation Activities:

NOTE: The text entry below describing the consultation activities is a required component.

Click here to enter text.

Prioritized Needs

*Describe the needs (**NOT** activities) determined through an analysis of the data; include in the description an explanation of how the LEA will prioritize funds for schools with the highest need.*

Click here to enter text.

Title IV, A Activities and Implementation Plan

Describe the Title IV, A-funded activities and programming used to support well-rounded education for all students, social and emotional supports, and/ or technology integration [Sec. 4106]:

Describe the rationale tied to the Needs Assessment, Stakeholder Input, and/or Data:

Describe the evidence-based for Title IV, Part A¹ activities:

Describe the program objectives and intended outcomes:

Describe how and with what frequency your program will be evaluated for effectiveness and the individual(s) responsible for evaluation:

If applicable, describe any partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity:

Instructions:

You may reference the menu of interventions from Part 4 above or utilize the [Title IV Resource Guide](#); identify how the applicant will address **providing all students with access to a well-rounded education, social and emotional supports, and/or technology integration**. You may add additional spaces for activities, if needed. Please begin by listing your initiative in the first column “Applicant Initiative” and checking the correlating Focus Area box in the second column. Please note that one initiative may satisfy multiple Focus Areas. Next, list each of the schools that will be utilizing this initiative in the third column under “Schools”. Under the “Budget Item(s)” column please break down your requested purchases with detail into reasonable allocations that align with the budget excel sheet and enter the requested amount in the last column labeled “Amount”.

Applicant Initiative:	Focus Area(s):	School(s):	Budgeted Item(s):	Amount:
1.	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	1.	1.	1.
2.	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	2.	2.	2.
3.	A <input type="checkbox"/> B <input type="checkbox"/>	3.	3.	3.

¹ **Directions:** As Indiana implements ESSA, Title IV, Part A, funds should align with interventions which are considered “evidence-based” practices. For each activity/intervention being included in Title IV, Part A, applications, LEAs should provide a rationale and evidence/justification to support funding. Data from current school successes is recommended where available as well.

Resources and more information can be found through:

- [Non-Regulatory Guidance Resource](#), Non-Regulatory Guidance for 1003: Using Evidence to Strengthen Education Investments (page 7-8)
- [CCSSO Resource, CCSSO Evidence-based Practice and School Improvement: Key Considerations](#)
- [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES) (*not* categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (*not* categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (*not* categorized in ESSA evidence tiers)
- [Evidence for ESSA](#), available February/March 2017 (categorized in ESSA evidence tiers)
- [RAND](#) report on school leadership interventions under ESSA (categorized in ESSA evidence tiers)
- [Using Evidence](#) to Create Next Generation High Schools, developed by the U.S. Department of Education (*not* categorized in ESSA evidence tiers)

[Roadmap to Evidence](#) Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University

	C <input type="checkbox"/>			
4.	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	4.	4.	4.
5.	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	5.	5.	5.
6.	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>	6.	6.	6.

****LEAs that will receive \$30,000 or more must spend 20% of allocation on Focus Area A and B and must spend portion of allocation on Focus Area C**

Total Budgeted Amount for Focus Area A: *Must be a minimum of 20% of the total allocation if total allocation is \$30,000 or more.*

Total Budgeted Amount for Focus Area B: *Must be a minimum of 20% of the total allocation if total allocation is \$30,000 or more.*

Total Budgeted Amount for Focus Area C: **Must budget for some funds in this category if total allocation is \$30,000 or more.**

Percent of Total Allocation to be spent on Technology Infrastructure (includes purchasing devices, equipment, and software applications in order to address readiness shortfalls). **Only 15% of Focus Area C can go toward hardware, such as computers, iPads, etc.**

Total Budgeted Amount: *Please note that the totals for Focus Areas A, B, and C may exceed the total allocation request as an activity may fit in multiple focus areas.*

Part 7: Title IV, Part A Non-Public Equitable Share

Nonpublic School List and Budget

On the following page, please list all nonpublic schools in your district and whether each will be participating in Title IV, Part A equitable participation funding for the 2019-2020 school year. If any changes in nonpublic school participation take place within the FFY 2019-21 period of availability, a “Request for Amendment to Title IV, Part A Grant Application” must be submitted for IDOE approval.

Please have each of the nonpublic schools in your district complete the “Nonpublic Information Page” provided after the Nonpublic Budget.

To calculate the equitable share for each of your Non-Public Schools:

Step 1: Add your LEA enrollment to the total enrollment for all participating Private Schools within the LEA’s geographic area

Step 2: Take the LEA Title IV, A total allocation minus administration costs.

Step 3: Divide the Title IV, A allocation by the number of total students to determine a per pupil student amount.

Step 4: Multiply the per pupil amount by the number of students in the participating private school.

Note: If applying as part of a consortium, each LEA in the consortium must consult with each nonpublic school in their respective geographic locations prior to applying for Title IV funds.

Nonpublic School List and Budget

Nonpublic School Number	Nonpublic School Name	Nonpublic School Enrollment (Use same date as LEA enrollment to determine this count)	Participating? (Yes/No)	Equitable Participation Amount (Use Step E below)
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
			Yes <input type="checkbox"/> No <input type="checkbox"/>	\$
A. Total Nonpublic School Enrollment		B. Total LEA Enrollment 		
C. Total Enrollment (A + B) 		D. Total Allocation Minus Administrative Costs 		
E. Per Pupil Allocation (PPA) (Step D divided by Step C)				

Nonpublic Consultation

LEAs must use the consolidated [LEA Affirmation of NonPublic Consultation Forms](#) to satisfy evidence of consultation. The subsequent nonpublic budget page must also be completed for each participating nonpublic school.

Non-Public Information Page

(To be completed by the official representative from each nonpublic school, following timely and meaningful consultation)

Non-Public School Name _____

Non-Public School Number _____

<p>Describe proposed activities.</p>	<p><u>Focus Area A:</u> Click here to enter text.</p> <p><u>Focus Area B:</u> Click here to enter text.</p> <p><u>Focus Area C:</u> Click here to enter text. <i>Add additional activities as needed.</i></p>	<p><u>Focus Area A:</u> \$</p> <p><u>Focus Area B:</u> \$</p> <p><u>Focus Area C:</u> \$</p>
<p>Describe the Title IV, A-funded activities and programming used to support well-rounded education for all students, social and emotional supports, and/ or technology integration [Sec. 4106]:</p>		
<p>Describe the rationale tied to the Needs Assessment, Stakeholder Input, and/or Data:</p>		

Describe the program objectives and intended outcomes:

If applicable, describe any partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity:

Signature of Nonpublic School Official

Date

Printed Name of Nonpublic School Official

Part 8: Title IV, Part A Budget

Instructions: Please be sure to complete both the Budget Overview and the Title IV, Part A Budget (linked below). Both sections will be needed prior to application review.

Budget Overview:

**Budget Request Overview
School Year 2019-2020**

Title IV, Part A Categories	Total Amount Requested
<u>Title IV, A Activities:</u>	\$
<u>Nonpublic Equitable Share:</u>	\$
<u>Administration</u> <i>(Optional; maximum 2% of total original allocation)</i>	\$
<u>Indirect Cost</u> <i>(Optional)</i>	\$
TOTAL FUNDING REQUEST: (must reflect your detailed budget)	\$

Title IV, Part A Detailed Budget:

Please complete the Title IV, Part A budget as an excel spreadsheet linked below and submit with your application. All expenses listed in the table above should be included in the budget and described in the narrative below the budget.

<https://www.doe.in.gov/sites/default/files/grants/fy19-budget-july-2019.xlsx>