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Dear [Non-Public School Administrator]:

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 is being created to support the unique challenges associated with distance/remote learning including device access, internet connectivity, and educator training/development. You can find more information [here](https://www.doe.in.gov/grants/geer).

Due to an extended period away from classroom instruction caused by COVID-19, all schools will be faced with the challenge of increased learning gaps for students. This is likely to be further exemplified in schools having minimal previous technology use and will likely cause an increased learning gap for our most at-risk students. To address these current and future challenges, this grant program will focus on the following objectives:

1. Device Availability – Address the urgent need for access to digital learning devices to support distance/remote learning for students in PK-12.
2. Connectivity – Develop comprehensive community-level and regional-level solutions to address gaps in internet connectivity for distance/remote learning.
3. Educator Capacity – Support partnerships between higher education and PK-12 to develop professional development and curriculum curation opportunities as educators throughout Indiana continue to build expertise in distance/remote learning.

Program Summary: Up to $61.6 million is available for this opportunity. Although there is no minimum or maximum funding threshold, the State expects to award dozens of grants, and applicants should be cognizant of the wide need for this funding when determining the total requested amount. The State reserves the right to partially fund some applications.

To indicate a desire to participate in the GEER Fund Application with LEA (CORP #), to the extent your school is subsequently determined to be eligible, complete the Intent to Participate (Form D included below) and return to the Federal Programs Director at the School District address indicated below.

The deadline for your response is \_\_\_\_\_\_\_\_\_\_\_\_\_, 2020, as the deadline for the Application is ***July 17, 2020.*** A Non-Public School that does not respond will be considered non-participating, absent good cause.

Upon return of your school’s Intent to Participate form to the school district, the identified Non-Public School representative will be contacted in order to coordinate and begin consultation about GEER to complete Form E.

If your school does not desire to participate in our collective GEER Fund’s Application, please mark the appropriate box and return the form to us; reminder that Title services are not essential for CARES funding.

Sincerely,

*[Name of Federal Programs Director]*

*Federal Programs Director*

*LEA*

*LEA mailing address: \_\_\_\_\_\_\_\_\_\_*

*Contact Email & Phone: \_\_\_\_\_\_\_\_\_\_\_*

***Form D***

**Non-Public School Letter of Intent to Participate in GEER**

**Name of Non-Public School: School Code**

|  |  |
| --- | --- |
|  |  |

The school’s business model is: [ ]  Non-profit [ ]  For-profit *(not eligible for equitable services)*

**Non-Public School Address:**

|  |
| --- |
|  |

**Non-Public School Representative:**

|  |  |
| --- | --- |
| Name: | Title: |
| Phone: | Email: |
| Signature: | Date: |

[ ]  We **do not** intend to collaboratively participate inGEER funding for the school year of 2020-2021.

*(If choosing not to participate,* ***stop***, *sign below, and return to the public school district)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GEER Public School Official  |  | GEER Public School Signature |  | Date |
|  |  |  |  |  |
| GEER Non-Public School Official |  | GEER Non-Public School Signature |  | Date |

[ ]  We **do** intend to participate inGEER funding for the school year of 2020-2021 and our needs are included in the LEA’s or lead applicant’s submission.

[ ]  We **do** intend to participate inGEER funding for the school year of 2020-2021 but choose alternate activities than the LEA or lead applicant’s submission. A separate budget is included within the GEER submission..

Grades/Enrollment as of [SAME ADM AS LEA], at Non-Public School (do not include pre-K):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PK |  |  | 2 |  |  | 5 |  |  | 8 |  |  | 11 |  |
| K |  |  | 3 |  |  | 6 |  |  | 9 |  |  | 12 |  |
| 1 |  |  | 4 |  |  | 7 |  |  | 10 |  |  | **TOTAL** |  |

**Stop here; return this form by [DATE] to [LEA] via fax or e-mail, with proper required documentation.**

***Form E***

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**LEA Affirmation of Consultation with NPS Officials for GEER (2020-2021)**

*The following consultation topics are part of the requirements under Section 1117 & Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation must be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit students in the non-public school with respect to Section 18002 of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). Furthermore, the additional consultation topics are part of the requirements under the CARES Act requirements under Section 18005.*

*The list of suggestions below is not exhaustive. All GEER Fund applications are subject to final selection and approval through the GEER application process and must adhere to all applicable local, state, and federal law. The GEER Fund is targeted for PK-12 schools and Higher Education to ensure improved readiness for future remote learning needs. Funding goals should focus on improving remote learning access and quality for Indiana students through: Ensuring device availability for at-risk student populations, Empowering creative, community-level internet connectivity solutions, and providing educator training and curriculum curation options to maximize quality of virtual education delivery. Funds may be awarded to applicants justifying the most significant need due to local impacts of COVID-19; priority will be given to applicants demonstrating quality, goal-oriented plans, providing data-driven evidence, and targeting critical inequities. Fiscal rules of EDGAR and OMB apply as any other federal fund.*

The following topics must be discussed during the ongoing consultation process. Check to indicate discussion of topic.

**Education Stabilization Relief Fund (Sec. 18002) – Governor’s Emergency Education Relief Fund (GEER)**

Component 1 – Device Availability

* Provide take-home devices such as laptops, Chromebooks, iPads, etc., to students and staff for 1:1 access
* Provide necessary accessories to devices such as chargers, cases, headphones, keyboards, microphones/headsets, external webcams, portable power banks, etc.
* Provide accessibility hardware and software for students with disabilities and English Learners such as tracking tools, magnification devices, audio aids, color overlays, etc.
* Consider sustainability options for device refresh, refurbish, and repair rather than one-time purchases

Component 1 – Connectivity

* Provide off-campus access to reliable high-speed internet for students and staff through the purchase of internet-connected devices and equipment, mobile hot spots, wireless service plans, installation of community WiFi networks, etc.
* Provide virtual meeting platforms such as Cisco Webex, Google Meet, MS Teams, Zoom, etc.
* Provide VPN and filtering services for security and student safety
* Consider forming partnerships with local broadband carriers and internet service providers for innovative county-level and regional solutions
* Target and prioritize access for under-resourced communities
* Provide timely technical support and assistance to students and staff experiencing connectivity issues

Component 2 – Educator Capacity

* Provide professional development, mentoring, and coaching for educators on best practices and effective strategies to deliver remote and digital instruction and ensure improved student outcomes during virtual learning
* Curate high-quality curriculum for digital P-20 instruction; course content may include general education subject areas, career and technical education, social and emotional supports, and remediation tools
* Provide capacity-building training modules and materials for parents, families, and students on virtual learning; compile virtual learning resources for public use, targeting current gaps and streamlining information for inclusive compatibility
* Provide tools for administrators regarding how to navigate pandemic and post-pandemic educational decisions
* Provide virtual learning content for teacher preparation programs and ongoing teacher training such as eLearning credentials or online teaching endorsements as applicable
* Provide targeted student support such as hiring college students, including teacher preparation program students, or recent graduates to tutor targeted PK-12 students to overcome projected learning gaps or developing virtual field experiences such as project-based and work-based learning

**Non-Public School Official *(CHECK ONLY ONE):***

* Timely and meaningful consultation was provided Agree to participate, ***and*** equitable services are included in the lead applicant’s proposal. Additional consultation has been scheduled throughout the school year.
* Timely and meaningful consultation was provided Agree to participate, ***but*** the equitable services needs differ from the lead applicant and a separate budget is included. Additional consultation has been scheduled throughout the school year.
* Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline to participate in Section 18002 of the Education Stabilization Fund, titled the Governor’s Emergency Education Relief Fund services at this time.

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials with respect to any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the GEER Application.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Public School District Name & School Corp # |  | Date |
|  |  |  |  |  |
| Non-Public School Name  |  |  |  | NPS Code |
|  |  |  |  |  |
| GEER Public School Official  |  | GEER Public School Signature |  | Date |
|  |  |  |  |  |
| GEER Non-Public School Official |  | GEER Non-Public School Signature |  | Date |