

Every Student Succeeds Act (ESSA): Title I - IV

Title I, Part A: Educational Assistance to At-risk Students: Title I-A provides supplemental educational services and activities for public and nonpublic school (NPS) students most at risk of failing and in need of instructional support. Equitable Share funds are generated by children who qualify for the free and reduced price lunch program (FRPL), although the nonpublic school does not need to participate in the FRPL program. Data can be collected by the public school district through a survey or other means if the nonpublic school does not have a federal lunch program. The students generating an equitable share reside in a participating public school Title I attendance area. The proportional share of funds to serve eligible nonpublic school students is determined on the basis of all funds prior to any reserves or set asides by the public school district.

The funding is used to serve educationally needy children. Educational need is determined through multiple, educationally-related criteria. Services *must be supplemental* and can be in English/Language Arts, mathematics, English as a Second Language, and other core subjects. Additionally, funding can also be used for enrichment/advanced coursework and/or extended learning. Title I can also provide student and family support services and teacher professional development.

Nonpublic school officials participate in timely and meaningful consultation with Title I Program Administrators prior to the beginning of the school year, to ensure services to nonpublic school students can begin at the start of the school year. The law requires specific topics for consultation, among them: the needs of the nonpublic school students and how they will be met by the program, how and where the services will be provided, if the services will be provided by the public school district directly or through a third party provider, and the funding available for the program services. Non-public school officials will be asked to sign off on the consultation process through a written affirmation. Officials should only sign the form once all the required topics have been discussed, the nonpublic school officials have been given the opportunity to express their views, and a program with reasonable expectations of success has been designed.

The NPS's proportional allocation of Title I-A funds is based on the number of students identified as low-income that reside in a participating public school Title I attendance area. NPS students from low-income families who generate funding are not necessarily the NPS most-at-risk *students who will receive services* – this sub-set of most-at-risk students will be determined in the first weeks of the new school year.

Title I, Part C: Education of Migratory Children: Title I-C supports educational programs and services that address the unique needs of migratory children. Additionally, the program ensures that migratory children who

move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging academic standards. Services help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of migrant children to succeed in school.

All Indiana public and nonpublic schools are served by one of three Migrant Regional Centers in the state, even when not receiving a sub grant directly. *Qualifying migratory students are identified through administration of the [Migrant Work Survey](#), and the appropriate referrals to regional center contacts made with support from the LEA.*

Title II, Part A: Professional Development/Supporting Effective Instruction: Title II-A provides professional development services to public and nonpublic school teachers. Funds are generated on the basis of the number of nonpublic students attending nonpublic schools located within the public school district, regardless of where the child resides. The equitable share of funds is determined on the basis of all funds received by the public school district, regardless of how the district decides to use its portion of the funding. Professional development for nonpublic school teachers must be designed through the consultation process and must meet the specific needs of the nonpublic school students. An offer by the public school district for nonpublic teachers to participate in their professional development program is not a sufficient offer of equitable services. Title II-A also requires a written affirmation of consultation. Title II-A funds are made available to improve teaching and student learning in the core subject areas. Activities include high-quality professional development for teachers, administrators and staff that can help students achieve high academic standards. *Funds are available in equal proportion for public and participating nonpublic schools per school enrollment.*

Title III, Part A: Language Instruction for English Learners and Immigrant Students: Title III-A funds are generated by counting the number of English Learners (EL) and recent immigrants. Students attending nonpublic schools within the district generate funds, regardless of their residence (as with Title II-A). School districts require an assessment of English language proficiency for all students with a language other than English on the Home Language Survey before designating a student as EL. If the school does not have an assessment, the public school district can provide their assessment to be used, administer the assessment, or train the nonpublic school teachers to administer the assessment. Costs incurred by the public school district for assessments are taken out of the equitable funding that is generated by the EL students. Funds can be used for services and activities that benefit EL and recent immigrants. Direct instruction can be provided, but funds can also be used for material, translation services, parent and family services, and other appropriate activities. Title III-A provides educational services for eligible NPS students who are identified as *English learners*. Qualifying students identified as English learners, and the appropriate benefits, services, and materials provided, will be determined with the school district during consultation with the NPS. *The school district. A district needs a \$10,000 allocation to apply individually; those under that amount can still apply, but just as part of a consortium. NPS would still get equitable share under both cases.*

Title IV, Part A: Well-Rounded Educational Opportunities/Safe and Healthy Students/Supporting the Effective Use of Technology (“Student Support and Academic Enrichment”): Title IV-A – [the Student Support and Academic Enrichment \(SSAE\) program](#) – is intended to increase the capacity of local educational agencies and schools to provide all students with access to a well-rounded education, create safe and healthy schools, school safety conditions for optimal student learning, and enhance the use of technology in order to improve the academic achievement and digital literacy of all students. *Funds are available in equal proportion for public and participating nonpublic schools per school enrollment.*

Title IV, Part B: 21st Century Community Learning Centers (21st CCLC): Title IV-B – the 21st CCLC program – supports the creation of community learning centers that will provide academic enrichment and life-skills development opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

The program helps students meet state and local standards in core academic subjects, such as reading and mathematics; offers students a broad array of life-skills development that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Students who attend a NPS within five miles of a 21st CCLC program site are equally eligible to participate in the program.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act

(2020-2022) Elementary and Secondary School Emergency Relief (ESSER/CARES): The CARES Act provides an economic stimulus to individuals, businesses, and schools. CARES Act will focus upon the funding stream dedicated to schools, specifically *Section 18003* of the CARES Act titled *Elementary and Secondary School Emergency Relief Fund*, which lists 12 allowable activities. CARES Act funding is NOT tied to student learning outcomes or academics. *Funds are only available to nonpublic schools that generate an equitable share allocation using Title I, Part A Poverty Counts as the calculation mechanism, with no expectation or requirement of participation in Equitable Services under any Title Grants.*

(2020-2022) 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), allowed Governor Holcomb to provide support to local educational agencies (LEAs) and institutions of higher education (IHEs) with 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 IDOE, the Indiana Commission for Higher Education, School 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. *Funds were competitively awarded.*