Section 6: Supporting All Students

Vision Statement: Working Together for the Success of the Whole Student

Mission Statement: Indiana will purposefully meet the unique needs of the whole student through effective partnerships in order to provide a flexible, equitable, and culturally responsive learning environment.

Introduction:

Indiana children arrive to school with many strengths and challenges. Academic success in school is dependent upon multiple stakeholders utilizing an array of strategies and resources to support the academic, social and emotional, health and wellness, and environmental needs of the whole child. Furthermore, the student population in Indiana is very diverse. Numerous cultures, ethnicities, languages, and family dynamics enter our schools each day. Some students are learning English for the first time, while others need additional support to address cognitive and health-related disabilities. Children who excel need systems that support their ability to realize their gifted potential. A strong start for our early learners is vital for sustained success. However, the overarching presence of poverty plays an important role in the ability of families and communities to address additional needs, like quality childcare, mental health, and access to resources for postsecondary. Schools are well positioned to serve as a hub for communities to address the needs of the whole student due to their direct access to children and families plus the existing resources already located within the school buildings. Indiana believes that through a coordinated system of resources and stakeholders, our schools can target the needs of students by working together for student success. The outcome will result in a system that stresses high expectations for all students.

The preceding sections of Indiana’s Every Student Succeeds Act (ESSA) plan are vital for schools to ensure that they can work together for the success of the whole student. Educators need valuable academic information through an effective assessment system to respond to the various learning needs. High quality staff that are equitably distributed across the state must be adequately prepared to address the unique needs of students, such as English learners, students with disabilities, high ability students, and students needing additional academic support. Meaningful accountability systems must provide information for local and state systems to target and maximize resources while highlighting areas of strength. Lastly, all students deserve the opportunity to attend a high-quality school, and this plan will ensure that struggling public schools will receive the support they need in order to become successful.

The Indiana Department of Education shall develop resources and technical assistance so local, regional, and state-level stakeholders can fulfill the shared vision of Working Together for the Success of Whole Student.

Diverse School Settings

Traditional Public Schools

The vast majority of Indiana students, over 88% in school year 2016-2017, are enrolled in traditional public schools. The network of traditional public school educators, principals, superintendents, and other staff are vital to the vision of Working Together for the Success of the Whole Student. Well-rounded academic, social-emotional, health and wellness, and environmental services are provided to traditional public school students and their families.
Charter Schools

As of the 2016-2017 school year, 95 charter schools serve nearly 44,000 students in Indiana. The IDOE leverages the relationships with existing high-quality charter school programs, charter school authorizers, and related state agencies such as the Indiana Charter School Board (ICSB) and State Board of Education (SBOE) to ensure these students have equitable access to meet challenging state academic standards and CTE standards. Indiana’s growing number of charter schools are required by law to report student achievement data to IDOE to ensure students are on a track to success.

Indiana’s innovation and corresponding accountability for charter schools have created an environment in which the unique needs of Indiana’s diverse student population can be met in an equitable manner. The expansion of high-quality and innovative programming have led to charter school networks that are designed to meet the needs of adult high school students, students with disabilities, students from rural and low-income communities, and English learners. Additionally, students in Indiana are served by several virtual charter schools that are able to reach a larger population of students with online programming that better meets their needs.

Non-Public Schools

Several programs under ESSA require non-public equitable services, which the IDOE is committed to ensuring support is in place to meet the needs of both public and private school students, educators, and families. The IDOE conducts regular trainings and develops resources for public and private schools to implement federal programs effectively.

Additionally, through the Choice Scholarship Program, Indiana provides tuition assistance to qualifying students at participating Choice schools. Choice schools are accredited, non-public, Indiana schools who apply to participate in the program. Once approved, Choice schools are able to submit Choice Scholarship applications to the IDOE for students that meet the income and pathway requirements for the program. Upon the approval of the student application, the student receives an award for the lesser amount of their tuition and fees for the Choice school or, based on their reported household income, 50% or 90% of the public school corporation of the student’s legal settlement. Before making a payment for a student, the school must submit a signed endorsement form from the parent/guardian of the student to the department. The endorsement form signifies the signing over of the student’s award from the parent to the Choice school. For the 2016-2017 school year, 313 schools and over 34,000 students participated in the Choice Scholarship Program. For the 2016-2017 school year, over 142 million dollars in awards were paid on behalf of Choice Scholarship students.

Equitable Access to Meet Challenging State Standards

Holding all students accountable for a high level of achievement is a shared responsibility. Providing equitable access to challenging state standards for all students, including students of both genders, minority students, English learners, students with disabilities, and low-income students requires a system of equitable access to a robust core curriculum based on the challenging state standards and high quality instruction that is designed to meet the unique needs of students. Collaboration between professionals, parents and community agencies is a key component in determining and providing appropriate support to students, including those who struggle and those who excel. Appropriate, ongoing, and unbiased assessment is necessary to determine whether equitable access has been achieved. These key components provided within a multi-tiered system of
support and through adopting Universal Design principles will provide the framework that allows every student to succeed. The following Every Student Succeeds framework operationalizes the key components that allow all students the opportunity to meet challenging state standards:

**Multi-Tiered Systems of Support (MTSS)**

Indiana’s vision for a Multi-Tiered System of Support (MTSS) is to provide academic, behavioral, and social-emotional support, grounded in culturally responsive practices, to all students. MTSS is not a program or an initiative, rather, an overarching framework for academic, behavioral, and social-emotional instruction and intervention. Indiana has developed guidance for academic and behavioral support and is currently expanding this draft to include a social-emotional component. The current guidance includes a multi-tiered approach to the early identification and support of students with learning and behavioral needs across the pre-K to 12 continuum. The process begins with high-quality instruction and universal screening of all children in the general education classroom. This strengths-based model systematically identifies and provides ALL students with the supports they need to succeed. MTSS is a comprehensive framework for continuous school improvement that uses data-based decision making and ongoing measurement, monitoring and evaluation of standards implementation and outcomes. Guidance for Indiana’s MTSS vision is in the process of being developed for educators, parents and community partners.

Indiana’s guiding principles for MTSS:

- MTSS is for ALL children and ALL educators
• MTSS requires an emphasis on the whole child and the strengths and challenges students exhibit related to overall achievement.
• Academics, behavior, social-emotional development as well as physical and nutritional health and other factors can all play a role in a student’s school success.
• MTSS must emphasize college and/or career readiness for ALL students
• MTSS must be driven by district, school, and teacher leadership
• MTSS must be incorporated in school improvement initiatives and plans
• MTSS must support and provide value to effective, culturally responsive practices

MTSS success lies within the classroom through collaboration and job-embedded professional development. It supports and emphasizes the use of multiple and varied formative assessments to drive instructional practices. When implementing an MTSS system, data that is disaggregated by race, gender, and disability is key to determining whether supports are benefitting all groups equally. It is an all encompassing system that address all students’ needs versus a pre-packaged solution.

It is the intention of the IDOE to provide professional development and support to LEAs as MTSS becomes the primary structure for teaching and learning. Indiana is incorporating the “Interconnected System Framework (ISF) Mental Health Framework for Schools” into its MTSS structure. The core features of ISF:
• Effective teams that include community mental health providers
• Data-based decision-making
• Formal processes for the selection and implementation of evidence-based practices
• Early access through use of comprehensive screening
• Rigorous progress monitoring for both fidelity and effectiveness
• On-going coaching at both systems and practices level
The Interconnected System Framework is supported through the newly formed Indiana School Mental Health Initiative at the Indiana Resource Center for Autism at Indiana University. The shared goal is to ensure that all of Indiana’s students are mentally and emotionally healthy so they are both ready to learn and can achieve their full potential. The initiative aims to provide guidance, resources, trainings, and coaching to aid schools and their community partners in providing a continuum-of-care that addresses everything from prevention through crisis intervention in an integrated way that focuses on all barriers to student learning. In recognizing that schools cannot do this alone, a primary focus will also be to help develop partnerships at the community, regional, and state level.

System of Care

In addition to the MTSS framework within schools, there is a larger Indiana System of Care (IN-SOC) statewide initiative. The Indiana Department of Education has developed a collaborative partnership with IN-SOC and is a voting member of this state-level governance board. This initiative, hosted by the Indiana Department of Mental Health, has overall, long-term strategic goals:

- Develop and endorse a single, statewide definition and application of a comprehensive, effective, SOC for youth and families in Indiana.
- Establish a board, including statewide representation, which will ultimately provide the leadership,
policy recommendations, and technical assistance needed to support communities in developing and sustaining their local SOC.

- Decrease barriers to service delivery and the feeling of service silos for families trying to access mental health treatment services for youth in their communities.
- Increase the availability and utilization of evidenced-based practices to promote positive youth and family outcomes.
- Increase cultural and linguistic competency in service delivery and reduce disparities in access, service use, and outcomes.
- Identify and fill gaps in service and additional behavioral health needs for all youth.
- Increase provider and agency accountability to the youth and families served.
- Increase the number of and access to local family and peer support groups and programs within communities.
- Develop a comprehensive evaluation plan to monitor outcomes and SOC progress in order to create a feedback loop for system and performance improvement.

**Universal Design for Learning (UDL)**

Indiana has incorporated UDL into assessment; however, to fully support the tenets of the framework, Indiana must operationalize the initiative. This will require the development of policy and guidance as well as technical assistance and training for local education agencies.

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Recognizing that the way individuals learn can be unique, the UDL framework calls for creating curriculum from the outset that provides:

- **Multiple means of representation** to give learners various ways of acquiring information and knowledge.
- **Multiple means of expression** to provide learners alternatives for demonstrating what they know.
- **Multiple means of engagement** to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

**Students with Significant Cognitive Disabilities**

The emphasis placed on equal access to curriculum by all students and the accountability required by IDEA 2004 and the Every Student Succeeds Act has presented a need for a practice that will accommodate all learners. Indiana’s Content Connectors, which are alternate standards that have been developed for students with significant cognitive disabilities, are aligned with Indiana’s Academic Standards. The Office of Special Education helps to fund various resource centers that provide technical assistance to schools and LEAs to help align their curriculum to these alternate standards.

The Office of Special Education (OSE) helps to fund INSOURCE, Indiana’s Parent Training and Information
INSOURCE provides Indiana families and service providers the information and training necessary to ensure effective educational programs and appropriate services for children and young adults with disabilities. INSOURCE is a member of the Office of Special Education’s Indiana Resource Network (IRN). Indiana is the only state that houses a PTI liaison in the state department offices (since 2009). The liaison serves on numerous work groups and committees as the parent representative and is an integral member of the OSE team. This strategy has proven to be an effective means of communication and collaboration between parents and the state department.

The Office of Special Education provides information on its website to advise parents, schools, and the public of state and federal special education requirements. This includes information about requesting an educational evaluation if a disability is suspected. Indiana’s special education regulations are posted, as well as “Navigating the Course,” a parent-friendly document that provides guidance to parents and other advocates. The DOE has a memorandum of understanding with First Steps, Indiana’s Part C provider of early intervention services for infants and toddlers with disabilities, to facilitate the transition of students from Part C to the Part B program for children ages 3-21 with disabilities. The IDE also has a working relationship with the Department of Child Services (DCS). The Office of Special Education regularly meets with DCS education liaisons to address concerns related to students with disabilities who are placed in foster care or residential facilities by DCS. The Office of Special Education provides information and support to schools concerning referrals and evaluations and provides a sample notice of procedural safeguards. Collaboration with Indiana IEP Resource Center, one of our Indiana Resource Network Resource Centers, provides additional information and training for schools to use in conducting appropriate educational evaluations. In November 2016, OSE updated the criteria for determining participation in Indiana’s alternate assessment (ISTAR): http://www.doe.in.gov/assessment/alternate-assessments.

The State Systemic Improvement Plan (SSIP), OSEP, Indicator 17, is a coordinated plan that was developed as a part of an overarching requirement for states to address specific needs of students with disabilities. This plan was designed, refined, and improved with support from multiple internal and external stakeholders over a period of time. The Indiana SSIP goal is to increase reading achievement as measured with Indiana’s IREAD-3 assessment by at least .5% each year for 3rd grade students with disabilities. Collaboration and coordination across the offices within the department through SSIP partnerships provide an opportunity to offer targeted assistance and supports to teachers and students with an emphasis on students with disabilities and students who struggle.

**English Learners**

Indiana is home to over 60,000 students who speak another language and are in need of additional support to perform well in English. Indiana adopted the WIDA English Language Development Standards in 2013 as the state college and career ready English language development standards for English learners. The WIDA ELD Standards work in conjunction with the Indiana college and career ready academic standards to ensure that English learners are provided with the supports they need to access grade and age-appropriate content standards, regardless of their level of English proficiency. All teachers who work with English learners, including content-area staff and EL staff, are held accountable to the implementation of the WIDA ELD Standards. The Indiana Department of Education has provided extensive training for LEAs on the implementation of the WIDA ELD Standards and requires that LEAs incorporate the ELD Standards in their required annual English learner plan submission. Implementation of the WIDA ELD Standards is also monitored through consolidated and federal programs monitoring, and through the Title III application process so that English learners may attain English proficiency, develop high levels of academic attainment in
English, and meet the same challenging Indiana academic content and achievement standards as all children are expected to meet.

Additionally, Indiana Department of Education policies for English learner equity align with Department of Justice and Office of Civil Rights policies regarding the inclusion of English learners in all curricular and extracurricular programming, translation support for families who speak a language other than English, age-appropriate grade and class placement, and identification and instruction of English learners with additional academic needs.

In order to accurately identify potential English learners, the Indiana Home Language Survey is administered to all students upon their initial enrollment in Indiana schools. Students with any language other than English included on their Home Language Survey are then screened for initial English language proficiency using an English language proficiency (ELP) screener. Students who score below the state-determined proficient score on the ELP screener are considered to be English learners. LEAs are required to report all enrolled language minority students, including ELs and former ELs, to the IDOE annually. All students identified as English learners are assessed annually for English language proficiency. Students who score at or above the state-determined proficiency score on the annual ELP exam are reclassified as fluent and enter a rigorous monitoring period before permanently exiting EL programming.

**High Ability Students**

Currently, per Indiana State Code (IC 20-36-2), dollars are provided for a state resource grant program. These funds are utilized to develop local programs for High Ability students. The funds provide state integrated services that include information in materials, professional development plans and programs, research and development services, technical assistance for student assessments and program assessments, program development, and implementation. The funds also support educators pursuing professional development leading to endorsement or licensure in High Ability Education. Dollars provided to school corporations are provided appropriations that are determined by the IDOE based on a set minimum amount increased by each student in the program. The school corporation’s program is aligned with strategic and continuous school improvement and achievement plans (IC 20-31-5-4). The school that receives a grant under the subsection will submit an annual report to IDOE that includes the following: the programs for which the grant is used and the results of the programs including student general assessment results, program effectiveness or student achievement. Additionally, IDOE will survey High Ability coordinators to understand needs for high ability students, teachers, and coordinators and respond with resources and support.

Indiana requires the High Ability Program to include: 1) a broad-based planning committee that meets regularly to review the local education authority’s plan for High Ability, 2) student assessments that identify High Ability students using multifaceted assessments. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. 3) Professional development. 4) Development and implementation of local services for High Ability students, including an appropriately differentiated curriculum and instruction in the core academic areas. 5) Evaluation of the local program for High Ability students and 6) best practices to increase the number of participants in high ability and underrepresented populations.

In order to improve equitable access to high ability programming, the IDOE will encourage census testing, which is the testing all students in the grade level, with an aptitude measure at multiple grade levels. Improved measures of assessment would ensure that students, including those from underrepresented populations, would have the opportunity to take the measure of aptitude regardless of their achievement
levels. High Ability students from underrepresented populations in primary grades may have lower than expected achievement due to a lack of opportunity to learn. When provided the appropriate curriculum and instruction, their achievement levels can quickly rise to be commensurate with their high ability. Census testing with an aptitude measure would also allow twice exceptional students, (students who are both gifted and have a learning disability) to be identified as their performance on an aptitude measure is less likely to be affected by their learning disability than their performance on an achievement test would be.

**Early Learning**

High-quality early learning experiences have a critical impact on the future success of children. These early experiences can lessen or close the achievement gap. This is especially true for low-income students. Strengthening the alignment between the birth to five systems and the kindergarten to third grade systems will solidify fundamental development in social emotional learning, literacy, and math.

Less than five percent of Indiana four year olds have access to state-funded pre-kindergarten. This deficit presents a challenge at kindergarten entry as many students arrive unprepared. Increased access to high-quality pre-kindergarten opportunities will improve school readiness and a comprehensive picture of the available early learning opportunities for four year olds will provide a baseline connection between access and readiness. Increased outreach and marketing for schools to participate in the state-funded pre-K programs while encouraging the development of high-quality pre-K through other funding streams, such as Title I and the Childcare Development Fund (CCDF), will increase equitable access for more students to access high quality early childhood education.

The Indiana Department of Education will collaborate with the Early Learning Advisory Council (ELAC) and the FSSA Office of Early Childhood and Out-of-School Learning to support the below initiatives:

- Measure percent of students enrolled in pre-k and percent of low-income students enrolled in pre-k.
- Measure percent of pre-k students enrolled in a top-rated (Level 3 or 4 on the state’s quality rating and improvement system) pre-k programs.
- Measure the Quality Rating and Improvement System (QRIS) ratings for school based pre-k programs.

**Education for Foster Care Children & Youth**

The Indiana Department of Education works collaboratively with the Indiana Department of Child Services (DCS) and LEAs to address the numerous challenges that children in foster care face in regards to their education. DCS has identified a state point of contact, along with regional Educational Liaisons (ELs), to partner with the LEAs and IDOE foster care points of contact to promote stability and continuity in education with foster children. Through the use of joint guidance and a collaborative working relationship, decisions regarding educational placement and supportive services are tailored to the specific needs of each foster child.

Specifically, a “Checklist for Point of Contact Decision Making” has been developed by DCS to guide the evaluation of educational best interest for foster children with the LEA. Traditional barriers to educating foster children, such as transportation of students across district lines, immediate enrollment, and sharing of school records, among others, are proactively addressed through ESSA. The IDOE has named a Foster Youth Coordinator to support inter-agency efforts to support foster children and has released guidance regarding to LEAs to ensure, through Title I plans, that barriers related to enrollment, transportation, and agency
coordination are reduced. In addition, a data share is being developed between the IDOE and DCS, to allow for the easy access to basic child specific information required for educational decision making and statistical data for ongoing program evaluation. The SEA foster care point of contact will also provide necessary support to LEA’s, guidance communication, and training.

**Nutrition**

School and Community Nutrition (SCN) staff administer the USDA Child Nutrition Programs including the National School Lunch Program, the School Breakfast Program, the Afterschool Snack Program, the Child and Adult Care Food Program, the Summer Food Service Program, the Special Milk Program, the Food Distribution Program, the Fresh Fruit and Vegetable Program and Team Nutrition. These programs are designed to provide healthy meals and nutrition education to improve the meals and nutritional awareness of Hoosier children.

SCN staff also provide a wide variety of training opportunities for school food service staff to improve their knowledge of nutrition, their culinary skills, and promote food safety. Providing this training and technical assistance supports the schools in providing healthy meals to students and helps students to develop lifelong healthy eating habits.

**School Safety**

Per state law\(^3\), the Division of School Building Physical Security and Safety maintains guidelines for establishing emergency response protocols, provide school safety specialist training and certification, and provide technical assistance to school administrators throughout the state of Indiana. This division disseminates resources related to school safety issues and assists school corporations with reviews and updates of their safety plans, drills, and staff development.

Per Indiana Administrative Code (511 IAC 6.1-2.5), each school corporation shall develop a written emergency preparedness plan, to include protocols for fire, natural disaster, adverse weather conditions, nuclear contamination, exposure to chemicals, and manmade occurrences such as student disturbance, and violence. These plans must be made available for review by IDOE, and each year thirty schools are selected at random and are inspected to ensure compliance with the law. This review also provides Safety Specialists the opportunity to review best practices and compare their plan to other schools.

The Division of Building Safety and Security also coordinates the Indiana School Safety Specialist Academy, which provides information on national and state best practices, as well as exemplary resources for school safety, security, intervention, prevention, and emergency preparedness planning. School Safety Specialists are trained to lead the development and implementation of school safety practices which will provide safe educational environments for all students. State law\(^4\) requires every school corporation to have a certified School Safety Specialist, and this certification is only available through the Indiana Department of Education. Recent trainings have included drug identification courses, recognizing when students are under the influence of alcohol or drugs, and the use of narcan in cases of opioid overdose.

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\(^3\) Indiana Code 20-19-3-14

\(^4\) Indiana Code 5-2-10.1-9
While a certified School Safety Specialist is required for every public school corporation, charter schools and private schools are exempt from this requirement. However, IDOE continues to offer this training for charters and private schools at no cost. In 2016, there were 205 certified School Safety Specialists working in private schools, and 32 certified School Safety Specialists working in charter schools.

In depth resources are provided to School Safety Specialists to address the various safety issues that arise for schools. As an example, School Safety Specialists are provided specific guidance in identifying appropriate tornado procedures and identify tornado refuge areas within a school. These include a tornado preparedness training video, information from the National Weather Service, and a guidance document from the American Institute of Architects Indiana.

In partnership with the Indiana State Police, the Division of School Building Physical Security and Safety provides training to address active shooter events in schools. ISP developed the Unarmed Response to Active Shooter training videos to be used by schools when training staff suggested actions during a violent event. Training modules were also developed to address active shooter and hostage events that would occur on a bus. These modules are housed on the State Police website and IDOE site.

Per Indiana Codes (20-26-5-34.2, 20-30-5-5.5, 20-33-8-0.2, 20-33-8-13.5) every school corporation shall have a policy prohibiting bullying in their school. Schools are also required to provide bullying training to the school corporation's employees and volunteers who have direct, ongoing contact with students, and provide age appropriate, research based instruction focusing on bullying prevention each year.

Various resources are provided by IDOE to schools to satisfy these requirements. Sample discipline policies are available for schools to utilize as a template to establish their local policies based upon their resources and student body. Training tools are also provided for school staff, including readymade presentation materials available for all staff, and job specific training materials for food service, clerical service, custodial service, transportation service, and volunteers. Additionally, the School Safety Specialist for each school corporation receives bullying training that includes information on bullying data/prevalence, and best practices for identification, prevention, and intervention of bullying incidents.

**Health and Wellness**

Research and scientific reviews have documented that the academic success of America’s youth is strongly linked with their overall health. Many students experience tremendous adversity in their lives – including poverty, physical and mental health challenges, community violence, and family circumstances – that make it difficult for them to take advantage of the opportunity to learn at school. Positive effects on educational outcomes, as well as health-risk behaviors and health outcomes, are impacted by school health programs. Similarly, programs that are primarily designed to improve academic performance are increasingly recognized as important public health interventions that impacts overall and lifelong health and wellness. According to the Centers for Disease Control and Prevention (CDC), multiple health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.[1]

In addition to these factors that can impact school performance, several groups of students who face significant barriers in regard to school attendance have been identified. These groups include students with chronic health conditions, students with disabilities and non-English learners (U.S. DOE, 2016). The percentage of children and adolescents in the United States with chronic health conditions (CHC) increased from 1.8% in the 1960s to more than 25% in 2007 (Halfon & Newacheck, 2010). Identifying students with
chronic absenteeism is a priority for Indiana schools as student attendance and academic achievement are intrinsically linked. According to the U.S. DOE, chronic absenteeism is widespread – with over 6 million students across the country missing 15 or more days of school in 2013-14. For the 2015-16 school year, Indiana schools reported that 134,568 students were absent (excused and unexcused) for 15 days or more. This equates to approximately 11.8% of Indiana students who missed three weeks or more of school.

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behavior patterns.[2] Strong evidence demonstrates the need for students to have access to programs that meet their comprehensive needs, including their mental and physical health and safety, and provide a challenging learning environment. According to SHAPE America, evidence supports a direct correlation between physical and mental health and learning, which is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens.

Schools are uniquely positioned to promote student engagement and help them acquire life-long knowledge and skills through comprehensive health education, physical education/physical activity, nutrition, comprehensive school mental and behavioral health services, counseling and integration among all education and health programs.[3] The Indiana Department of Education strives to achieve its vision of fostering healthy, safe, and supportive environments that support student physical, social, and emotional development as well as student achievement and attendance. Schools can impact the health and wellbeing of students by advocating for quality health services, having a positive influence on student’s eating and physical activity behaviors, and providing comprehensive health and wellness programming. All students deserve the opportunity to be healthy and successful. Providing access to health services, health and wellness programming, healthy foods and physical activity plays an important role in the academic achievement of students.

Schools can influence eating and physical activity behaviors of students. Spending much of their time at school, students may eat as many as two out of three meals per day, and may get much of their physical activity while at school. All students deserve the opportunity to be healthy and successful. Providing access to healthy foods and physical activity plays an important role in the academic achievement of students.

The schools and corporations across Indiana are unique in their needs, policies and capacity. To best support schools in providing opportunities for a well-rounded education for all students, the Indiana Department of Education (IDOE) is dedicated to providing resources, guidance and technical assistance that enable schools to support the development of the whole child. Some of these specific resources include supporting students with chronic physical and mental health conditions, identifying students at-risk for drug use and overdose, suicide, bullying, trauma, violence or child abuse, and supporting healthy life-style choices regarding nutrition, physical activity, stress reduction and overall positive physical/social/emotional development.

Students that are not in attendance have a significant barrier to learning. Students who are at risk of being chronically absent and are in need of health services include those with long-term physical, emotional, behavioral, and developmental disorders that require prescription medications and medical or educational services. They also include disorders that affect a child’s functional status (Forrest, Bevans, Riley, Crespo, & Louis, 2011). IDOE is committed to assisting schools with understanding when students are most at risk and helping schools better target interventions to improve student attendance and outcomes.

Although not all states have a requirement for the provision of health and physical education instruction; both subjects are required in Indiana for all grades, Kindergarten through eighth grade. Additionally, credits in
both subject areas are required for graduation. Continued encouragement and technical assistance will be provided by the IDOE to schools in an effort to support these important and necessary instructional elements that contribute to a well-rounded and healthy student.

Data-driven decisions, derived from the use of comprehensive program needs assessments (i.e. School Health Index, WellSAT 2.0, Fuel Up to Play 60, etc.) and evidenced based interventions (i.e. SPARK, FitnessGram, etc.) are essential for the most comprehensive health and wellness programming. The IDOE encourages, and will continue to encourage, the use of evidence based and research driven instruction and interventions that impact health and wellness, and best fit the needs of each school/corporation. The flexibility and expanded uses of certain funds in ESSA should be broadly communicated with corporation and program leaders so that decisions are uniquely aligned with their needs and supported by data. Support for data-driven decision making is an area where the IDOE adds value to corporations and schools.

Indiana has adopted a standards-based approach to development and implementation of curriculum and instruction, based on the long tradition of local control. All Indiana students have access to rigorous academic standards, which set high expectations for academic achievement. In 2017, a team of professionals comprised of Indiana educators, post-secondary professors and community partners, collaborated with the IDOE to develop the latest edition of the Indiana Academic Standards for Physical Education and Health Education. Both sets of standards are aligned with nationally recognized standards for health and physical education. The IDOE will make available, and provide as requested, guidance and technical assistance to all schools and teachers, to assist them in the integration and implementation of the new standards into their instruction.

Schools, parents, communities, and the IDOE share a common goal of supporting the health and academic success of students. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every Hoosier student is healthy, safe, engaged, supported, and challenged.


Pathways to Postsecondary

Indiana students have an extraordinary opportunity to participate in a variety of pathways that lead to education and training beyond high school. Indiana is committed to setting students up for success by expanding and increasing the rigor of advanced placement (AP), International Baccalaureate (IB), and dual credit programs throughout local schools and LEAs in Indiana. The state is also committed to providing quality career and technical education (CTE) through career pathways. Many of these career pathways lead to a valuable industry certification and all pathways have support from local business and industry partners. Students connect pathway experiences to the workplace and build employability skills through work-based learning experiences. Early postsecondary opportunities available in Indiana include:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit (DC)
Dual Credit

In Indiana, dual credit represents courses in which students have the opportunity to earn both high school and college credits in the same course. Dual credit courses are taught by high school faculty, college faculty, or adjunct college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent colleges and universities. Indiana law requires high schools to offer a minimum of two dual credit courses with the intent of expanding opportunities for students to take college-level coursework while in high school.

The determination for whether or not a student earns college credit is based on the score they earn on the Advanced Placement exam, which is administered by the College Board. Advanced Placement courses can meet both graduation and elective requirements. There is an exam fee required, but there is fee assistance for low-income students. Over 70 high schools in Indiana had over 25% of their student population earn college credit through Advanced Placement courses.

The Indiana Department of Education has worked with the Indiana Commission for Higher Education to create the Priority Dual Credit and Technical Dual Credit Crosswalks that are used to provide guidance to schools, parents, and students regarding coursework, graduation, and postsecondary planning. The Dual Credit crosswalks provide schools with the designated IDOE coursework that directly correlates to the postsecondary institution and the maximum credits that can be earned for each course through the formal dual credit agreement.

Industry Certifications

The Indiana College and Career Pathways provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage or high demand in Indiana. Indiana’s college and career clusters include:

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<td>Agriculture</td>
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<td>Hospitality &amp; Human Services</td>
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<tr>
<td>Education &amp; Training</td>
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<td>Manufacturing</td>
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</table>
Industry certifications are an important assessment of a student’s technical skill and mastery within a specific program of study. Industry certification attainment has also steadily increased since 2013. In 2014-15, 54% of CTE Concentrators left high school with an industry certification. Over $1.3 Million were spent in Industry Certifications during fiscal years 2015 and 2016.

In many instances industry-recognized certifications serve as the pathway assessment or capstone component of a College and Career Pathway. Additionally, certifications serve as a component of Indiana’s Technical Honors Diploma, which further incentivizes students. Panels consisting of industry representatives, secondary and postsecondary teachers, and other stakeholders constantly review their respective subject areas to ensure that the most up-to-date certifications are added to Indiana’s list of recognized credentials.

![Industry Certification Attainment Trend](image)

**Work-based Learning**

Indiana students participate in work-based learning through embedded experiences in career and technical education programs and stand alone programs that create flexibility to meet the needs of all students and all schools. The continuum of work-based learning is integrated into meaningful experiences for students at all levels. Career awareness and exploration activities start at the elementary level and are greatly expanded during middle school grades.

Students participating in activities at the career preparation level complete a portfolio reflecting the experience and are guided by a contents standards based training plan. The plan provides a guideline for students gaining employability skills along with knowledge and technical skills in a career pathway. Students help create the plan in collaboration with their classroom teacher, host site supervisor or mentor, and with approval from parents or guardians when possible. This create a collaborative initiative to guide student learning in the experience.

Additionally, funding is utilized to provide support for career and technical education (CTE) teachers and counselors in industry. The program provides professional development for teachers and counselors to

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explore industry opportunities in their communities while utilizing best practices in work-based learning. Teachers will develop resources to share through networks of work-based learning instructors.

**Career Awareness**
Career awareness should provide an initial view and exploration of careers. Career awareness may begin in elementary grades and continue through high school with a heavy emphasis in early high school.

**Career Exploration**
Career Exploration should provide an opportunity for students to further explore careers of interest. Students should gather detailed information about careers to help them in career planning.

**Career Preparation**
Career Preparation allows students to gain real-world experience related to a career pathway. Students should research and plan for post-secondary opportunities related to the career.

Science, Technology, Engineering, and Mathematics (STEM)

In 2012, the United States Department of Labor forecasted that by 2018, Indiana would have 118,000 Science, Technology, Engineering, and Math (STEM) jobs to fill. The Indiana Department of Education recognized that ninety percent of those jobs would require some postsecondary education, and that at that time, too few students were in programs of study that would provide skill-building in problem solving, planning, and execution to become college and career ready to fill the eventual STEM job openings. IDOE embraced the responsibility to lead Indiana in building coalitions to advance STEM education, strengthening existing programs and creating new ones to fill the STEM career pipeline. This will ensure that future STEM positions would be filled by Indiana graduates and businesses would be attracted to locate and invest in Indiana.

The Indiana STEM Education Plan was developed in 2012 and piloted during the 2014–2015 school year. The plan includes the IDOE STEM School Certification process, implementation rubric, and tools for schools to conduct a needs assessment and create an action plan for an LEA. Indiana STEM Framework is currently endorsed by STEMx, a national leader in STEM Education. Indiana currently has 32 STEM Certified Schools throughout the state that were awarded in three different cohorts. A map of these schools can be viewed here. IDOE facilitates collaboration amongst STEM schools by conducting annual STEM Network Meetings where participants can share ideas and collaborate. An updated STEM Framework is currently being developed as an effort to increase the number of STEM Certified Schools in the state of Indiana.
The IDOE’s Office of eLearning supports Indiana LEAs in integrating technology for the improvement of student achievement and increased digital literacy. This support is focused on working with school and district leaders to become more future-ready, increasing collaboration with and among teachers and coaches, providing flexibility for LEA’s to explore innovative new programs, and delivering focused grants that support LEAs in various stages of their transition to digital teaching and learning. The strategies below have yielded great progress in our state, resulting in strong numbers for thoughtful technology integration in Indiana. More than 75% of our LEAs have 1:1 device integration at some grade level. Ninety-five percent of our LEAs have wireless deployed in all of their schools. Sixty-eight percent of LEAs have already reached the level of broadband access recommended by national organizations.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Timeline</th>
<th>Funding Sources</th>
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</thead>
<tbody>
<tr>
<td><strong>Innovation Planning Grants</strong> - support for forming a plan for digital learning, researching implementation, PD</td>
<td>Fall, Annually</td>
<td>David C. Ford Fund (IC 20-20-13)</td>
</tr>
<tr>
<td><strong>Digital Learning Grants</strong> - support districts in implementing a well-developed digital learning plan</td>
<td>Spring, Annually</td>
<td>David C. Ford Fund (IC 20-20-13)</td>
</tr>
<tr>
<td><strong>Summer of eLearning Conference Series</strong> - sponsors 25 digital learning conferences around the state, hosting 8,500+ educators</td>
<td>Summer, Annually</td>
<td>Title II A State Activities</td>
</tr>
</tbody>
</table>
### Digital Content Curation
- support teachers in the shift away from traditional textbooks
  - Ongoing
  - David C. Ford Fund (IC 20-20-13)

### Digital Citizenship Initiative
- content and activities that support schools in teaching digital citizenship
  - Ongoing
  - David C. Ford Fund (IC 20-20-13)

### Digital Leadership Series
- PD for leaders at all levels focused on being an innovative leader for today’s learner
  - Ongoing
  - David C. Ford Fund (IC 20-20-13)

### Flex Pilot Program
- supports schools exploring innovative approaches to school schedules by leveraging eLearning options
  - Spring Application
  - N/A

### Indiana Tech Plan Survey
- collects and shares school technology data to analyze trends and promote collaboration
  - March Submission
  - N/A

### Connectivity Grants
- defrays the cost of internet connection for LEA’s
  - Annual
  - SCHOOL AND LIBRARY INTERNET CONNECTION (IC 4-34-3-2)

### eLearning Coach Community
- organized collaboration among professionals who work to support thoughtful technology integration
  - Ongoing
  - David C. Ford Fund (IC 20-20-13)

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**Dual Language and Immersion**

In Indiana, there are currently eight dual language and immersion programs that are receiving state grant funding to increase the number of students with access to dual language or immersion programming in Spanish and Mandarin. Dual language and immersion programs provide half of the instruction in English and half of the instruction in the target language, such as Spanish. Prior to the inception of these programs, four Indiana school corporations locally developed these programs and have seen many benefits both cognitively and culturally for all students involved.

The IDOE will continue to support the growth of the existing state pilot programs for dual language and immersion programs. This will require strategic support for program creation of a more diverse landscape of languages and the development of standards and state-level professional development programs. In addition, through licensing and collaboration with institutions of higher education, Indiana will begin the process of training qualified educators to be prepared to deliver high-quality bilingual instruction to students in these dual language and immersion programs.

Dual language and immersion programs produce significantly high results in closing the achievement gap for native English speakers and their non-native English-speaking classmates due to the development of basic functions of literacy and discourse in the first language. Second language learning is vital to the development of well-rounded students by aiding their language development, cultural competency, and global experience.
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

6. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Indiana Department of Education (IDOE) has created various methods for educating, providing guidance materials and offering resources for LEAs in regards to school climate and safety, including bullying and harassment. The IDOE collects the number and type of bullying incidences from LEAs as required by Indiana statute. The IDOE also houses a School Safety Academy, with professional development opportunities offered multiple times throughout each academic year. The Academy covers the topics of bullying and harassment to better equip educators to address these issues.

Furthermore, by providing resources and technical assistance on implementing a Multi-tiered system of support, the IDOE will assist schools in improving school conditions for student learning. This includes the reduction of incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise students health and safety.

Office of Special Education (OSE) currently offers various levels of support to districts depending on the data collected annually on disproportionality with respect to discipline and bullying occurring at a higher rate for students with disabilities. Support in the form web based resources in available to all schools with more specific professional development and/or technical assistance opportunities for LEAs who report incidents of disciplining and bullying at higher rates for students with disabilities. Specific supports include:

- For the disproportionate districts, trainings are held annually for LEAs and for Mediation and Hearing Officers by the OSE and by the Indiana Resource Network (IRN) specifically addressing data, root causes analyses, Functional Behavioral Assessments, Behavior Intervention Plans, and Indiana’s Article 7 discipline regulations for students with disabilities.
- The OSE investigates complaints involving bullying that result in a denial of a free appropriate public education (FAPE) to students with disabilities and provides training to ICASE (Indiana Council of Administrators of Special Education) to raise awareness of how bullying of, or by, students with disabilities could result in a denial of a FAPE and how schools should address such concerns.
- The OSE addresses discipline issues, both through complaint investigations as well as by providing professional development to school personnel, independent hearing officers, and mediators to ensure that they all understand that discipline should involve education and training to address the behavior, teach new skills or coping strategies, and otherwise address the inappropriate behaviors rather than to just remove a student from the school setting.
- For LEAs found out of compliance for Significant Disproportionality through OSE, a mandatory Significant Disproportionality Summit is held each June. Some topics of discussion at the summit include: root cause analysis, CEIS planning, culturally responsive alternatives to suspension, culturally responsive climates and cultures, and implicit bias. Corrective action plans are developed at the summit.
- In January 2017, OSE contracted with the newly created Indiana Disproportionality Resource Center
to provide technical assistance to LEAs who are disproportionately disciplining students with disabilities.

7. **School Transitions (ESEA section 1111(g)(1)(D))**: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

IDOE provides resources to assist LEAs in providing a smooth transition from middle to high school. These resources include, but are not limited to, a transition presentation for students and parents, which includes a through explanation of diploma and assessment requirements; a roadmap of recommended expectations/activities and academic, postsecondary and social-emotional competencies by grade level spans; and the Indiana School Counseling Competencies, which address the academic, college/career, and social-emotional developmental needs of students.

Indiana statute requires that all sixth graders create an initial graduation plan. This graduation plan is then required to be updated in grade 9 and every year thereafter through the completion of high school. The SEA and its partner agencies have created an online graduation plan and resources to assist schools in the completion of this task. Additionally, grade-level resource guides are available to assist School Counselors and schools (targeting specifically professionals new(er) to the field). Finally, a resource is available to assist schools working with English learners to provide guidance around appropriately offering credit toward graduation, placing students in appropriate grade levels and courses with support and developing college and career readiness.

IDOE recognizes a strong foundation in the early years equips a child for a lifetime of success and high quality preschool programming leads to school readiness. The Department facilitated the development of Indiana’s early learning and development framework to guide educators and families. The framework supports transitions from early childhood education to elementary school by aligning the Early Learning Foundations with the Indiana Academic Standards. The 2015 revision of the foundations was based on research, feedback from practitioners, and work from professionals with expertise in each specialized area. The foundations provide the core elements that children should achieve from birth to age five in order to be ready for future success. The Foundations create common language and expectations for the early childhood field. They support teachers, parents, caregivers, and other professionals as they develop appropriate experiences for young children. The Foundations are integrated into the early childhood system through the state’s quality rating and improvement system, Paths to QUALITY™.

A derivative of Indiana's Early Learning Foundations, Indiana Standards Tool for Alternative Reporting of Kindergarten Readiness (ISTAR-KR) is aligned to the Indiana Academic Standards for kindergarten in the areas of English/Language Arts and Mathematics and includes three functional areas: physical, personal care and social-emotional skills. The observation-based tool is used by community and public preschool programs. The assessment can be used to determine which skills a student has mastered and identify areas of continued focus. Data collected with this tool is attached to a student’s cumulative assessment record and is accessible by the kindergarten teacher. Data from ISTAR-KR assessments are used for state reporting for PK students.

In order to support students with disabilities, Indiana applied for and received a USED State Personnel Development Grant (SPDG). The third goal of this grant is “to improve school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community
agencies, higher education and families in a lifespan system of support.” An objective of this goal is “Improved alignment across transition points of the lifespan” and includes gathering input from representatives of school districts, state agencies and families together to analyze vertical alignment for transition, identify gaps and create an action plan. This alignment will start with preschool and end with the student transitioning out of school into adult life. The representatives will review data sources and identify strengths and gaps at the various transition points. An action plan with prioritized activities will be developed, including revisions to policies and procedures that may impede or strengthen collaboration, communication and expectations. The ultimate goal will be to ensure families have appropriate information prior to the next transition point as well as information to begin visioning for a viable future for their child through understanding the various community and state systems and curricular expectations for each level.

In order to address transition from high school to postsecondary education and careers, IDOE is a partner agency with the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services to facilitate the coordination of transition services for students with disabilities. This partnership is memorialized through a Memorandum of Understanding which include the following principles:

- Students with disabilities upon exit from school will be prepared for competitive, integrated employment with access to necessary support services; or will be prepared to enter and succeed in post secondary training;
- Work and learning opportunities offered will be in alignment with the abilities, interests and informed choice of students, which may change over time;
- Students will have access to training and services designed to prepare them to live and function in domestic, recreational, social, community and vocational environments in integrated community based settings;
- Students will have access to pre-employment transition services, as defined by the Workforce and Innovation and Opportunity Act;
- Interagency cooperation and collaboration will focus on eligible students, age 14-22 years old;
- Prior to exit from secondary school, each Partner Agency will identify any and all transition services necessary for students to successfully move to the next service delivery system, as applicable. To the extent possible, the planning documents of all Partner Agencies (IEP, 504, IPE) will be integrated in terms of having the same post-secondary training and/or competitive, integrated employment goal with identified non-duplicative activities, supports and services that are mutually supportive of that goals. The Partner Agencies will consult and provide technical assistance to assist local educational agencies in identifying appropriate services and resources.
- Supporting this school to adult life initiative is a statewide stakeholder group with representatives from DOE, the Department of Workforce Development, Commission for Higher Education, Vocational Rehabilitation, parents of students with disabilities, mental health providers, employment providers, employers, Department of Corrections, special interest groups, post secondary institutions, State Department of Health, and a technical assistance center located at Indiana University with a focus on transition from school to work. This group reviews transition policies and practices and makes recommendations to the above listed Partner Agencies.
B. Title I, Part C: Education of Migratory Children

The Indiana Department of Education oversees six migrant regional centers (MRCs) that operate local and regional migrant education programs. Over 2,100 migrant children ages 0-21 received supplementary educational, supportive, and referral services in 2015-2016 through the Indiana Migrant Education Program (IMEP). A migrant student is any child ages 0-21 who moves across school district lines, either by themselves or with a guardian who is a qualifying migrant worker, often for the purpose of seeking qualifying seasonal or temporary agricultural work. The Migrant Education Program helps ensure that migratory children overcome educational disruption and other barriers they may face due to the migratory lifestyle.

1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

   i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

   ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

   iii. The integration of services available under Title I, Part C with services provided by those other programs; and

   iv. Measurable program objectives and outcomes.

Indiana’s Migrant Regional Centers (MRCs) administer a needs assessment to every migrant family upon enrollment into the Migrant Education Program to determine students’ academic needs, as well as health, emotional, and other needs that must be met in order for them to participate effectively in school. The needs assessments take into account the needs of the family as a whole, as well as each individual child, including preschool, school-aged, and OSY students.

All MRCs use MSIX to determine appropriate course placement for students in conjunction with the needs assessment. They also use all available data to constantly assess students’ educational needs. As a “receiving state,” the vast majority of Indiana’s migrant students are only present during the summer. For students that remain in the state during the regular school year, MRCs work with LEAs to monitor students’ academic progress and to determine the most appropriate supplemental services and support to provide each student.

Secondary students’ records are assessed to determine progress on graduation, and students are offered supplemental support and opportunities to take courses they are lacking or wish to take in advance of required timelines. Secondary and OSY students also receive an additional “Individual Migrant Plan” which evaluates their needs, sets attainable goals for their time in Indiana, and lays out a plan for services to address these individual needs and goals. These individual plans are tailored for students who have dropped out of, or never had access to, the school system; with goals that may include attaining a high school diploma or equivalency, gaining technical skills and training, and increasing English language proficiency.

Preschool-aged migrant students are assessed using the SEA-determined school readiness assessment, which helps MRCs tailor support to each individual student. IDOE and MRCs work in collaboration with Migrant Head Start programs to ensure access to high-quality early childhood education for all preschool-aged migrant students in Indiana during the summer months. Where Migrant Head Start is not available, MRCs work to
provide alternative access to high-quality preschool programs. MRCs also provide families with preschool-aged children age-appropriate educational materials, supplies, and training to help support and further school readiness for migrant students.

In coordination with other local, state, and federal programs, the Indiana Migrant Education Program (IMEP) ensures that all migrant students have access to free meals and textbooks. Similarly, migrant students are automatically eligible for Title I funding, and IMEP works in conjunction with SEA Title I staff to guarantee students access to the core curriculum and Title I program—ensuring that Title I, Part C funds are supplemental. Many migrant students in Indiana are also English learners. As such, the IDOE, through the Office of English Learning and Migrant Education, trains LEA and SEA staff regarding the implementation of other services, such as English language development, to ensure the unique language needs of EL migrant students and associated federal requirements are being met.

As a condition of receiving their subgrant, MRCs are required to consult with all LEAs in their region. During this consultation the districts are informed of which services migrant students are entitled to, and of the supplementary nature of Title I, Part C services. This helps to ensure that migrant students’ needs are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs, and that they are not deprived of any other local, state or federal services to which they are entitled.

When no other local, state, or federal educational programs or funds are available, MRCs provide students with appropriate services to address their needs as identified through the family needs assessment, Individual Migrant Plans, and school readiness assessments.

In addition, parent feedback and evaluations are sought out to measure the effectiveness of the IMEP in meeting the needs of all migrant students in the state and to provide additional insight into the existing needs of the migrant community and how to best ensure their effective participation in school.

MRCs are also responsible for aligning services to Indiana’s Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP). These documents are revised every three years by a committee of MEP stakeholders that includes— but is not limited to—parents, MRC directors, MEP recruiters, teachers, IDOE staff, and community partners. Indiana’s CNA informs program staff which areas are of the highest concern in the IMEP, and the SDP serves as a guide to MRCs when planning migrant programming.
Measurable Program Outcomes (MPOs)-- created as part of the SDP-- are revisited regularly by IMEP and stakeholder groups, and are used to evaluate all migrant programs across the state. The most recent MPOs, which are current at the time of the submission of this plan, are outlined below:

**GOAL AREA: Reading and Mathematics**

- By the end of the 2015-16 school year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in reading for 30 days during the regular school year will maintain their Lexile level.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students participating for three weeks in a summer program will maintain their Lexile level.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in math for 30 days during the regular school year or three weeks during a summer program will make target gains on an IMEP-approved assessment.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students whose needs are assessed through an IMEP needs assessment will receive support services aligned to their needs.

**GOAL AREA: School Readiness**

- By the end of the 2015-16 program year and each year thereafter, 75% of migrant children enrolled in a MEP-funded regular school year or summer program for ten days in a site-based program or five sessions with a home-based tutor will make progress on three skills or demonstrate proficiency in school readiness as determined by the IMEP Kindergarten School Readiness Checklist.
- By the end of the 2015-16 program year and each year thereafter, 90% of migrant preschool students will receive site or home-based support services.

**GOAL AREA: Graduation and Services for Secondary-Aged Youth**

- By the end of the 2015-16 reporting period and each year thereafter, 65% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.
- By the end of the 2015-16 reporting period and each year thereafter, 80% of migrant students enrolled in supplemental instructional services will make progress toward learning goals set in their Individual Migrant Education Plan, which may include academic skills, life skills, college and career readiness, alternative programming, or other activities as befitting the needs of secondary students or OSY.

**GOAL AREA: Future Ready Learning Environments**

- By the end of the 2015-16 program year and each year thereafter, 80% of staff will use appropriate technology integration strategies as demonstrated on the Fidelity of Services Provision Rubric.
- By the end of the 2015-16 program year and each year thereafter, 80% of K-12 migrant students participating in device-assisted interstate coordination will receive supplemental instructional services aligned to their academic needs during the regular school year.
- By the end of the 2015-16 program year and each year thereafter, 75% of K-12 migrant students participating in ISTE standards-aligned instruction will demonstrate a 5% gain on the digital literacy assessment.
- By the end of the 2015-16 program year and each year thereafter, 75% of secondary migrant students participating in mentorship and leadership training will successfully complete the training.
• By the end of the 2015-16 program year and each year thereafter, MEP staff will contact 90% of parents of migrant children to connect parents with appropriate information, tools, strategies or activities to help parents be involved in their child’s education as recorded on the parent contact log.

• By the end of the 2015-16 program year and each year thereafter, 80% of MEP staff participating in IMEP-approved professional development will demonstrate fidelity to strategies on the Fidelity of Services Provision Rubric.

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

In order to satisfy the statutory requirements that ensure a high degree of interstate collaboration and coordination, the Indiana Migrant Education Program participates in the Interstate Migrant Education Council (IMEC) quarterly meetings, the National Association of State Directors of Migrant Education (NASDME), the annual ESCORT ID&R Forum, Pre-K Consortium Incentive Grant, and participates in the Office of Migrant Education annual director's meeting in Washington, D.C. Each of these opportunities allows IMEP staff to collaborate and network with fellow state migrant staff while coordinating efforts to best serve the needs of migrant students shared between our states.

In addition, the IMEP collaborates with the Texas Migrant Interstate Program (TMIP,) as Texas is the sending state for the majority of our students. Representatives from TMIP participate in Indiana’s regional director meetings as needed to ensure a high level of communication and coordination between both states. This agreement also permits IMEP staff the ability to administer Texas’ state content assessment for Texas migrant students who are in Indiana.

In order to ensure a timely transfer of student data, the IMEP complies with all MSIX requirements to ensure a smooth transfer of student data to states with shared migrant student populations. Migrant Regional Centers and recruiters frequently work in collaboration with bordering states to ensure students who may move between Indiana, Michigan, Kentucky, Illinois, and Ohio do not experience an interruption due to a move.

The regional model of the IMEP allows for a high level of intrastate collaboration between regions, as well as with community partners in Indiana. IMEP conducts or facilitates monthly MRC Director meetings, monthly (bi-weekly in summer) recruiter meetings, annual statewide STEM summit, annual statewide summer preparation and planning meeting, summer wrap-up meeting, and regular OSY planning committee. The high frequency of communication and collaboration between all migrant staff in Indiana facilitates intra-state and inter-region communication. Indiana’s Migrant Information and Data Access System (MIDAS) contains information on all migrant students in Indiana. All MRCs have access to this data system, and can see what services, classes, and assessments students received other regions.

In addition, IMEP and the MRCs are tasked with maintaining working relationships with community partners in Indiana. Such partnerships include the Indiana Migrant/Seasonal Farm Worker Coalition, TMC, institutions of higher education, and various local and regional community organizations.
3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

The IDOE prioritizes the use of Title I, Part C funds to first serve students who are identified as Priority for Services, as defined in ESEA 1304(d). The areas of critical need for IMEP were identified during the CNA, and placed into “Goal Areas” as part of the MPOs in Indiana’s SDP. The IDOE also allocates additional funding to provide direct services to students most in need of targeted assistance, as identified through the SDP.

Another priority focus for our state is identification and recruitment (ID&R), as the IMEP aims to identify and serve 100% of Indiana’s migrant students each year. MRCs employ 7 full-time, year-round recruiters throughout the state to strive to meet this goal, and also ensure that recruiters possess all the necessary tools and supports to facilitate successful ID&R. Recruiters receive regular ID&R training and guidance through eligibility review during monthly calls and at least 2 in-person trainings per year, as well as field training and support as needed. This focus on ID&R ensures that our migrant students have access to the supplemental migrant services to which they are entitled.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

The Title I Part D Neglected and Delinquent (N and D) program provides a formula grant to the Indiana Department of Education for supplementary education services to help provide educational continuity for children and youth in state and local institutions so that these youths can make successful transitions to school or employment once they are released. Institutions for delinquent children provide services at a public or private residential or day facility for youth who have been adjudicated delinquent or in need of supervision. Institutions for neglected children provide services at a public or private residential or day facility for youth who have been committed or voluntarily placed due to abandonment, neglect, or death of their parents or guardians.

In the school year 2015-2016, Indiana had 1079 children under 21 years enrolled through the Indiana Department of Corrections, which has four state-operated facilities for neglected or delinquent children. Furthermore, 36 local educational agencies partnered with local institutions to serve 1,369 neglected youths and 5,946 delinquent youths. A total of 7,315 Indiana children and youth were served through the Title I Part D Neglected and Delinquent program in 2015-2016. A total of 97 students at local institutions are limited English proficient and 1,828 students with disabilities are enrolled at state and local institutions.

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

In order for an LEA to receive Part D funds, a copy of the formal agreement between the LEA and the correctional facility or alternative school program must be uploaded to the application. The agreement delineates the two-way support between the facility and the LEA so that neglected and delinquent children and youth receive appropriate supplemental education, counseling, program services, and effective transfer of student information. In the design of the Part D program, the applicant must describe the transitional activities, including GED testing, counseling, placement programs for post-secondary institutions, assistance
with financial aid, and job placement.

Additionally, neglected or delinquent children are categorically eligible for participation in the Title I, Part A program and these funds are available to coordinate such services under the Title I, Part D program.

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The Indiana Department of Education has three goals in the administration of the Title I, Part D program:

1. Improve educational services in local or state institutions for neglected and delinquent children and youth in order to provide equal access and opportunity to meet the challenging Indiana academic standards
2. Improve youth transition from institutionalization to further school or employment
3. Prevent at-risk youth from dropping out, and provide youth returning from correctional facilities or institutions for neglected and delinquent children and youth with a reentry support system to ensure their continued education and involvement of their families and communities.

LEAs applying for Title I, Part D funding are required to conduct a comprehensive needs assessment to assess the needs of the students, determine program characteristics, and identify duration of services.

Through the IDOE’s data reporting system, academic and vocational outcomes are tracked to ensure effective program administration and an emphasis on continuous improvement.

The IDOE expects annual increases in the following outcomes:

1. Number of students who enrolled in their local district 90 days after exiting the correctional facility
2. Number of students who earned a GED in the facility or 90 days after exit
3. Number of students who earned a GED in the facility or 90 days after exit
4. Number of students who obtained a high school diploma in the facility or 90 days after exit
5. Number of students accepted and/or enrolled into post-secondary education in the facility or 90 days after exit
6. Number of students enrolled in job training courses/programs in the facility or 90 days after exit
7. Number of students that obtained employment
8. Number of long-term students with improvement up to one full grade level from the pre- to post-test exams
9. Number of long-term students with improvement of more than one full grade level from the pre- to post-test exams

The IDOE expects annual decreases in the following outcomes:

1. Number of long-term students with negative grade level change from the pre- to post-test exams
2. Number of long-term students with no change in grade level from the pre- to post-test exams
LEAs and local facilities are provided access to the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth. This center provides comprehensive guidance and support to LEAs and the IDOE in the administration of the Title I, Part D program.

The IDOE conducts regular onsite and desktop monitoring and technical assistance and utilizes those results to provide further technical assistance and evaluate the effectiveness of the Title I, Part D program. The monitoring and technical assistance ensures timely consultation and delivery of services among appropriate facilities, LEAs, local support agencies, post-secondary institutions, and businesses.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

More than 112,000 Indiana students speak a language other than English at home, and there are over 275 different languages represented in Indiana schools. Of these, over 50,000 students have been formally identified as English learners due to limited proficiency in speaking, listening, reading, and writing academic English.

English learners make up roughly 5% of Indiana’s total student population, and they are enrolled in schools and districts in every corner of the state. Some of these students are immigrants and refugees, but the vast majority of Indiana’s English learners were born in the United States. Over 70% of Indiana ELs are at an intermediate or advanced level of English proficiency. These students may communicate very effectively in English in social contexts, but need direct English language instruction to acquire the academic language essential for success in Indiana schools. English learners have rich potential, and Indiana assessment data shows that students who achieve fluency in English often end up outperforming their native-speaking peers on state content assessments. Their cultural and linguistic contributions cannot be overstated, and the Indiana Department of Education is committed to providing the support they need to achieve the same rigorous, college- and career-ready standards as their native English speaking peers.

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based upon the accurate and timely administration of the Home Language Survey and the English language proficiency placement exam. Indiana’s Home Language Survey is standardized across all LEAs and the questions are consistent with those approved by the Office of Civil Rights and Department of Justice. The Indiana Home Language Survey is administered upon a student’s initial enrollment in Indiana schools. Any student with a language other than English listed on the Home Language Survey is screened for English proficiency with the state-approved English language proficiency screener. A student who does not achieve a proficient score, which is consistent across all LEAs, on the English language proficiency screener is formally identified as an English learner.

All identified English learners must participate in the state’s annual English language proficiency exam, WIDA ACCESS for ELLs. English learners with significant cognitive disabilities may be assessed for English language proficiency with the WIDA Alternate ACCESS for ELLs assessment. Students who achieve
a score of proficient, as defined by the state through longitudinal data analysis and consultation with WIDA, on their annual English language proficiency assessment exit the English learner program and enter the formal monitoring period required by ESSA.

LEAs are required to implement a rigorous, locally-designed monitoring process for their reclassified students which incorporates periodic input from English learner and content-area staff. Reclassified students, or former English learners, are eligible to receive support services from the LEA English language development program to address any remaining language needs. If a persistent language need is identified during the monitoring period, the Indiana Department of Education has provided LEAs with a process for addressing and documenting student needs and progress and for formally reentering a student into English learner programming when appropriate.

The Indiana Department of Education has a formal Home Language Survey Amendment Request process to address students who were misidentified as speaking a language other than English. School districts must submit an amendment request form with parent and district administrator sign-off, including reason for the misidentification, student English language proficiency assessment data if applicable, and original Home Language Survey for review. The IDOE English learner team reviews the Home Language Survey Amendment Request to determine whether the student was misidentified as a language minority student and approves or denies the request.

These entrance and exit procedures are required to be applied uniformly across all LEAs and are considered valid and reliable through consultation with the WIDA consortium. The entrance and exit procedures are consistent with all federal reporting and accountability requirements, including Title I. The Indiana academic content assessments are not used to determine English learner status. The standardized entrance and exit procedures are used to determine whether a student is considered an English learner and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). Indiana monitors the English language development program through an annual submission of each LEA’s English learner plan that states its service delivery plan, consolidated federal program onsite and desktop review, and annual data collections for English learners. The English learner plan also requires that LEAs assure that all potential English learners be screened for English language proficiency within 30 days of enrollment (or within two weeks of enrollment if the student enrolls after the beginning of the school year). The implementation of the standardized entrance and exit procedures are monitored through consolidated federal program onsite and desktop review and through annual data collections for English learners.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

vi. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and

vi. The challenging State academic standards.

The Indiana Department of Education conducts annual data analysis of statewide performance on WIDA ACCESS, the state-approved English language proficiency assessment. The data analysis process helps identify statewide and localized areas of need in order to shape the annual state plan for professional development and technical assistance. The Indiana Department of Education meets regularly with a
stakeholder group of EL leaders from across the state throughout the school year. Additional LEA needs are identified and addressed in these meetings through collaborative planning.

The Indiana Department of Education provides a variety of resources, training opportunities, and published guidance to support families, teachers, building and district leaders, local school boards, and communities as they strive to meet the unique academic and social emotional needs of English learners and their families. Each year, the IDOE conducts a full-day intensive training for new Title III and EL program directors. This in-person workshop is offered to all public and nonpublic schools at no cost, and includes everything from legal requirements for serving EL students to technical assistance in completing the actual state Title III grant application. Additionally, the IDOE facilitates an annual meeting for all new and returning EL and Title III directors. This full-day meeting is also offered at no cost to all public and nonpublic school leaders and focuses on current EL issues at the federal and state level. As part of this annual meeting, training is provided regarding implementation of federal policies, assessing English learners, and meeting the needs of dually identified English learners (e.g. EL students with disabilities, High Ability English learners). Additionally, this annual meeting serves as a kick-off for the IDOE EL Leadership stakeholder group, which meets in person and virtually throughout the year. Through these meetings, the needs of Indiana EL students and the schools who serve them are identified, and stakeholders and IDOE staff partner to address them.

The IDOE has created an Indiana EL Guidebook to address key issues which EL students, families, and schools face and provide guidance regarding state and federal policy. The EL team has partnered with several other divisions at the IDOE to release joint guidance for special areas relating to English learners, such as assessment, accountability, and special education evaluation and support. The IDOE also facilitates professional development opportunities regarding WIDA implementation, differentiated instruction for English learners, working with EL newcomers, and other locally-identified areas of concern for schools and districts across the state.

The Indiana Department of Education emphasizes the importance of ongoing, high-quality cultural responsiveness training for all staff to maximize the effectiveness of English learner programming, to mediate cultural differences between schools and families, and to engage families of English learners as partners in the education process. Additionally, the Indiana Department of Education supports LEAs as they seek to create partnerships with other community organizations to provide holistic wrap-around supports for English learners and their families.

Indiana has adopted the WIDA English Language Development Standards as the state college- and career-ready English language development standards for English learners. The WIDA ELD Standards work in conjunction with the Indiana college- and career-ready academic standards to ensure that English learners are provided with the supports they need to access grade and age-appropriate content standards, regardless of their level of English proficiency. All teachers who work with English learners, including content-area staff and EL staff, are held accountable to the implementation of the WIDA ELD Standards. The IDOE has hosted dozens of WIDA-focused professional development opportunities for Indiana schools since the adoption of the WIDA ELD Standards in the 2014-2015 school year.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

vii. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

viii. The steps the SEA will take to further assist eligible entities if the strategies
funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The IDOE Division of Title Grants and Support conducts consolidated onsite and desktop fiscal and programmatic monitoring of all federal grant programs, including Title III, based on a multi-faceted risk assessment process. The IDOE English learner team also conducts Title III-specific onsite and desktop monitoring of additional LEAs identified through the Title III risk assessment process. The Indiana Title III application for subgrantees requires LEAs to assure that they will comply with all federal requirements for English learner identification, assessment, and instruction. As part of the Title III application process, LEAs are also required to submit their Lau plan for core English language development for English learners at all grade and proficiency levels and to demonstrate how Title III funding will supplement, not supplant, the core EL program paid from state and local funds. LEAs also identify their goals for students at each proficiency level, as well as their number of Long-Term English Learners and how Title III programming will provide additional assistance for these students to promote their growth toward proficiency.

As additional accountability for English learner growth is incorporated under Title I, the IDOE will provide holistic support to LEAs who are identified for comprehensive and targeted support and addressing English learner needs and performance as part of the larger school improvement framework. The IDOE English learner team provides ongoing professional development to promote high-quality instruction of English learners and technical assistance to LEAs throughout the year. The IDOE facilitates virtual and in-person meetings of a stakeholder group of district EL leaders and conducts annual directors’ meetings for all new and returning LEA Title III directors. Additionally, the IDOE English learner team travels to schools and districts around the state to provide training for classroom and EL staff and to assist LEAs in strategic planning for their English learner programs.

A need identified through our stakeholder input process was support in evaluating the effectiveness of English learner programs. The Indiana Department of Education will work collaboratively with LEAs to provide training and resources for outcome-focused EL program evaluation, and will work with LEAs to remediate weaknesses identified through the evaluation process.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

Title IV, Part A: Student Support and Academic Enrichment Grants will be a new funding option for Indiana LEAs in the 2017-2018 school year. These funds will be allocated with the intended use of increasing the capacity of LEAs, schools, and local communities to provide all students with access to high-quality Science, Technology, Engineering, and Mathematics (STEM), reading, career and technical education (CTE), International Baccalaureate (IB), dual credit, advanced placement (AP), or social and emotional supports.

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

In accordance with section 4104 (a), 95 percent of the state allocation of funds will be awarded through a competitive grant process to public LEAs and charter schools. The state will reserve no more than 1 percent for state-level administrative costs. The remaining portion of funds not allocated according to 4104(a) will be utilized for monitoring of subgrantee activities, training and technical assistance to
subgrantees, capacity building in the priority areas of: reading, STEM, dual credit, technology integration and social-emotional supports. Public feedback regarding ESSA implementation called for the inclusion of social-emotional supports as a priority point in order to help all students achieve success and improve school conditions for learning.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The distribution of Title IV, Part A funds will be through a competitive grant process. All competitive grant applications are rated against standard review criteria. The SEA develops and employs a Scoring Rubric aligned to the various required sections of Indiana’s RFP/application, each with a prescribed point designation (with higher scores representing exemplary ratings and lower scores representing weaker ratings within scored categories). No LEA award will total less than $10,000. LEAs receiving a subgrant may not reserve more than 2 percent of the total award amount for direct administrative costs. Due to the competitive nature of the grant, the state will ensure that at least 20% of the funds available are distributed for well-rounded educational opportunities, at least 20% for safe and health students, and a portion for effective use of technology. The state may allow a successful subgrantee to focus upon solely one, two, or all of these areas as long as the total state distribution appropriately matches the requirements. Competitive grants will be made available for the length of one year. LEAs may choose to carry out the activities described under this part via a consortium through a single application.

The Scoring Rubric, aligned to RFP/application requirements, delineates expectations that are to be evidenced by the reviewer and/or IDOE staff to justify points awarded within each section. Required elements of the RFP/application, scored by peer reviewers and thereby rated within the Scoring Rubric, include, but are not limited, to the following requirements outlined in section 4106:

- Assurance that the LEA will prioritize funding to:
  - Schools with the greatest needs, as determined by the LEA;
  - Schools with the highest percentages or numbers of students counted in accordance with section 1124(c);
- 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 supports
- Assurance that the LEA ensures equitable participation by private school children and teachers;
- Assurance that the LEA that is awarded a grant and chooses to solely focus upon technology integration shall only spend up to 25% of its funding on technology infrastructure;
- Assurance that the LEA consulted with, and will continue to consult with parents, teachers, principals, other school leaders, specialized instructional personnel, students, community-based organizations, local government representatives, Indian tribes or tribal organizations, charter school teachers, other school leaders, and others with relevant and demonstrated expertise, in planning for this grant, as per section;
- Descriptions of activities and programming that the LEA or consortium will carry out, such as:
Partnerships with institutions of higher education, business, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success in implementing activities specific to Title IV, Part A;

○ The program objectives and intended outcomes for Title IV, Part A activities;

○ The manner in which the LEA will periodically evaluate the effectiveness of the program in meeting the stated objectives

**Scoring Process**

The purposes of the review and scoring process are to ascertain: (a) the overall strength of the applicant’s proposal; (b) the applicant’s potential for effectively implementing proposed activities and fiscal responsibilities; (c) the applicant’s capacity to fully implement its proposed program; and (d) the likelihood that proposed strategies and activities will help participating students meet challenging Indiana academic standards and any local academic standards. Using the Scoring Rubric developed by the SEA, each RFP/application is independently reviewed and scored by multiple peer reviewers and/or IDOE staff.

Reviewers’ individual applicant ratings are submitted to SEA staff where they are assigned a final score based on the average of each applicant’s peer reviewers’ ratings. In instances where the SEA determines that there are substantial differences among reviewer ratings of a single applicant, the SEA assigns an additional internal review of the RFP/application to establish a final rating.

**Ranking Applicants to Determine Award Winners**

Once the peer review process ends, the SEA staff begins the final review process to determine actual award winners. Using the final score of each RFP/application (i.e., the assigned reviewers’ averaged scores), the SEA ranks all applicants from highest to lowest. Then, based upon funding available, the SEA determines how many applicants can potentially be funded (in rank order). Once applications are ranked, several factors are considered in making final grantee selection determinations:

- In instances where multiple applicants fall within the cut-off score eligible for funding but cannot all be served (due to funding limitations), the SEA determines which applicants are awarded funds. This decision is most generally based upon ensuring, to the extent practicable, that awarded applicants represent various geographical regions of the State, including urban and rural communities. If the decision involves a prior applicant, the SEA also considers prior data (e.g., financial reports; numbers of students served; and any compliance actions that may have occurred).

**Notification and Posting of Winners**

All applicants are notified, in writing, as to whether or not their proposal was selected for funding. Awards are subject to availability of Federal funds and Indiana entities selected for funding are subject to negotiation with the SEA, whereby final award amounts may be adjusted from levels projected within the RFP/application proposal. Grant awards are not final until approved by the SEA and an award letter/contract (through the Indiana Department of Administration’s procurement process) is received from the Indiana Department of Education. Those awarded funding are identified on the IDOE’s Title IV website.
G. Title IV, Part B: 21st Century Community Learning Centers

Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The Indiana Department of Education serves as the designated agency responsible for the administration and supervision of programs assisted through the federally-funded 21st Century Community Learning Centers grant award.

As specified by the ESSA statute, section 4202(c) State Use of Funds, the Indiana SEA will dedicate each fiscal year’s 21st CCLC allocation to be used for the following purposes:

- Not less than 93 percent of State funds will be reserved for grant awards to eligible entities, defined under section 4201(b)(3), to implement 21st CCLC programs at the local level;
- Not more than 2 percent will be used for state administration to carry out its responsibilities, including establishing and implementing a rigorous peer review process to rate and rank applications for subgrants; and
- Not more than 5 percent will be used to conduct state activities relative to effective program implementation, e.g., monitoring, evaluation, capacity building, prescreening external organizations, professional development training and technical assistance

**Subgrant Awards to Eligible Entities**

Eligible entities include LEAs, community-based organizations, Indian tribe or tribal organizations, other public or private entities, or a consortium of two or more such agencies, organizations, or entities. Examples of Indiana eligible entities include, but are not limited to:

- School Districts/Charter Schools
- Schools (through an LEA or community-based organization)
- Educational Consortia
- Non-profit Agencies
- City or County Government Agencies
- Regional Education Service Centers
- Faith-based Organizations
- Institutions of Higher Education

Indiana will reserve not less than 93% of its State allocation, each fiscal year, for grant awards to implement 21st CCLC programs across Indiana. Through a highly-competitive Request for Proposal (RFP)/application and rigorous peer review process detailed in Part G-2, the SEA will make subgrant awards to eligible entities that prioritize services to:

(A) Students who primarily attend—

- Schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and supports;
• Schools that enroll students who may be at risk for academic failure,
  dropping out of school, involvement in criminal or delinquent activities,
  or who lack strong positive role models; and
• Families of such students.

(B) Applications submitted jointly by eligible entities with at least one Title I, Part A LEA and
another eligible entity; and

(C) Applicants demonstrating, through a rigorous Peer Review process, that proposed activities
are not currently accessible to students who would be served; or would expand accessibility to high-quality
services that may be available in the community.

Funds Allocated to Recipient Entities

As required by ESSA statute, at least $50,000 in any grant year must be requested by eligible applicant
types, and subgrant awards will be made for a period of not less than three years and not more than five
years, per section 4203(a)(8). As specified within the SEA’s RFP/application for grants, eligible entities will
(1) describe how subgrant programs will be coordinated with other programs funded under ESSA, and other
programs as appropriate; (2) assure that subgrant funds will be used to supplement and not supplant other
Federal, State, and local public funds expended to provide 21st CCLC programs and activities; and (3)
describe within its sustainability plan how funded activities will continue after grant funding ends.

State Administration

The SEA will use not more than 2% of its State allocation, each fiscal year, to carry out its 21st CCLC
responsibilities. Administrative funds will be dedicated to supporting:

Program-Funded Staff

A program director, assistant director, and two grant specialists are funded through SEA administrative
program funds and serve as the Indiana Department of Education’s 21st CCLC program staff.

Assistant Director: Responsible for the daily operations and oversight of all 21st CCLC responsibilities and
State activities and reports to IDOE’s Director of Title Grants and Support. Together, the director and
assistant director work collaboratively with IDOE’s Office of Financial Services to ensure the fiscal integrity
and management of both SEA resources and subgrantee allocations, including financial reporting obligations
and the approval and processing of relevant budgetary changes, invoices and travel requests. The assistant
director oversees the work of the IDOE grant specialists and contracted staff (e.g., PD and technical
assistance) and works collaboratively with program and department staff, as well as stakeholders to
implement high-quality State activities as defined in section 4202(c)(3). In addition to in-state meetings and
trainings, the assistant director also attends federal meetings to stay abreast of program expectations, network
with other state coordinators, and observe best practices to share with Indiana stakeholders.

21st CCLC Grant Specialists: Work under the direction of the assistant director to support the administrative
responsibilities and State activities of Indiana’s 21st CCLC program. Their responsibilities include, but are
not limited to: providing day-to-day support and technical assistance to grantees; conducting subgrant
monitoring activities; overseeing program improvement plans resulting from grantee monitoring findings; supporting the development of the RFP and new comprehensive 21st CCLC Handbook; supporting the work of the peer review process; supporting PD and webinar trainings; participating in staff development for capacity building; reviewing grantee application amendments and renewals for purposes of approval; and evaluation data collection and oversight of EZ Reports—used to complete the federal 21APR and prepare the annual Statewide Evaluation Report.

**Peer Review Process**

Administrative funds will be used to pay peer reviewers for their time and participation in the review and ranking of eligible entity RFPs (applications) for 21st CCLC funding, as detailed in Part G-2. Peer reviewers will be identified and selected by the SEA based on reviewers’ expertise in providing effective academic, enrichment, youth development, and related services to children. The SEA will not include any applicants, or representatives of an applicant, that have submitted an RFP for the current application period. The number of peer reviewers selected by the SEA will be based upon the number of eligible entities submitting Letters of Intent to apply for grant funding. Other relevant peer review administrative costs may include the identification and vetting of potential peer reviewers, RFP scoring rubric development, peer reviewer training and the compilation of relevant applicant/awardee data.

**State Activities**

The SEA will use not more than 5% of its State allocation, each fiscal year, to conduct State activities relative to effective program implementation at both the State and the local levels.

**Monitoring**

All new subgrantees receive an on-site monitoring visit within the first 12 months of funding to ensure activities occur as approved within the grant and for SEA staff to gather information regarding future technical assistance needs.

IDOE 21st CCLC program staff annually monitors grants by reviewing and approving budget worksheets prior to each implementation phase and conducting Desk-top Reviews on select compliance and quality elements (e.g., program implementation; partnerships & collaboration; staff management; safety & nutrition; program evaluation).

As desk-top reviews are completed, IDOE program specialists rate the grantee as: Exemplary (exceeds expectations); Meeting Requirements; In Development (whereby the grantee would be asked to submit a written plan to address identified deficiencies or needs; or Non-Compliant (where grantee has not begun or is not currently engaged in efforts aimed at meeting program expectations or deliverables of their approved application.

Using these findings and other periodic benchmarks, the SEA employs a risk assessment to determine the scope of ongoing SEA onsite programmatic and fiscal monitoring and/or technical assistance needs for all funded entities throughout the entire project period. Risk assessment ratings range from “no apparent risk” to “low,” “moderate” or “significant risk” on the following indicators:

1. Experience of the afterschool administrative staff (or changes in administrative personnel)
2. Length of time between monitoring reviews
3. Severity of select monitoring findings and resolution of required corrective actions
4. Severity of select fiscal responsibility findings and resolution of required corrective actions
5. Grant award amount
6. Number and severity of audit findings
7. Drawdown performance
8. Emergent issues with potential medium-high impact on effective programming

Overall program implementation as determined by desk-top and onsite monitoring, financial integrity and reporting, and evaluation results also inform the SEA’s decision-making for program renewal.

**Providing Capacity Building, Training and Technical Assistance for SEA Staff and Eligible Entities that are Applicants or Recipients of Awards**

Across a program year, the IDOE offers training and technical assistance to support both award recipients, as well as eligible applicant entities. Training examples include: regional fall “grant access & readiness tour” to build awareness and help potential applicants and new grantees understand CCLC and RFP (application) expectations; Webinars and relevant trainings to support applicants’ preparation of RFP seeking 21st CCLC grant funding; New cohort orientation training and support materials; EZ Evaluation Reports webinar trainings; Financial webinar training; and a Statewide Evaluation webinar.

As determined through consultation with the Governor’s Office, other state agencies, and a stakeholder advisory group committed to youth development programs and adult learning activities, guidelines were established to further ensure that subgrant awards are of sufficient size and scope to support high-quality and effective programs. The SEA is working to prepare an updated Indiana 21st CCLC Program Guide, broad in scope—both programmatically and fiscally—to serve as a comprehensive reference point for applicant and grantee questions. This will be an invaluable resource to both State and local program staff.

Since grantee needs vary considerably, Indiana does not mandate a “one-size fits all approach” to professional development or technical assistance. Therefore, the SEA offers various options (a menu approach) for PD training options for local 21st CCLC program staff on topics such as: STEM; Literacy; College & Career Readiness; Family Engagement; Positive Youth Development; Leadership Development; Nonprofit Management; and Grant Compliance. The SEA also supports the approval of local PD options that align directly with the training priorities of the LEA served by the program (e.g., blended-learning instructional strategies). Conferences relevant to effective afterschool learning (in-state and out-of-state) are attended by both State and local program staff (e.g., the 21st CCLC Summer Institute sponsored by USDOE; Multistate Conferences; the National Afterschool Association Convention; the Out of School Learning Summit in Indianapolis).

The IDOE 21st CCLC program staff offer ongoing technical assistance to grantees across the project period and through periodic 21st CCLC “All Grantee Meetings” hosted by the SEA. Beyond that, those entities identified by the SEA as high need/struggling grantees receive direct onsite technical assistance, delivered by external experts and aligned specifically to the individual grantee’s identified need.

**Conducting a Comprehensive Evaluation of the Effectiveness of Programs and Activities**

The SEA will conduct a statewide evaluation of the effectiveness of Indiana’s 21st CCLC programs and activities. Staff will collect and track local grantee evaluation data, aligned to the reporting requirements of the federal 21APR, including Grantee Overview data (contact information, grantee location, grantee type, and
grantee award information); Contact Information (center name/location, verification of expanded learning
time activities, feeder school designations, partners, and types of activities including: properties of activities,
student participation rates, staffing overviews, participant attendance rates, ethnicity of participants, gender,
special populations, and family participation data); and Outcomes, e.g., State assessment data, teacher survey
results, or participants’ classroom grades. In addition to annually reporting all grantees’ 21APR data to the
U.S. Department of Education, the SEA will prepare an annual State Evaluation Report showing statewide
data findings, as well as evidence of program and activity effectiveness. Results will be shared with
stakeholders, posted on the SEA’s 21st CCLC website, and used by the SEA to inform program decision-
making.

**Ensuring Grantees Comply with Section 4202(c)(3)(E)(F) and (H)**

The SEA understands its responsibility for ensuring grantee compliance with the following elements:
- Align activities with challenging State Academic Standards
- Identify partners with external organizations in the community, if available
- Coordinate funds with other Federal and State funds to implement high-quality programs

Each of the aforementioned required elements are examined by the SEA at multiple levels. They are included
within Indiana’s RFP (application for grant award), generating points within the SEA’s aligned Scoring
Rubric used by peer reviewers to rate and rank grant applications. Each element is also embedded in the
SEA’s desk-top monitoring reviews of grantees and observed during onsite monitoring visits.

**Providing a List of Prescreened External Organizations**

Newly required under ESSA, the IDOE staff is working to complete its initial list of prescreened external
organizations (e.g., networks or intermediaries) that local program entities may select to provide targeted
professional development or offer technical assistance in supporting their afterschool programming efforts.
Indiana’s prescreened external organization representatives will be comprised of entities that are youth
development experts and educators with a proven history of running or supporting afterschool initiatives, such as:
the Indiana Afterschool Network; the Indiana Association of United Ways; the Indiana Youth Institute;
and Indiana universities and colleges.

Those prescreened external organizations initially-identified will be posted on the SEA’s 21st CCLC website
prior to the next RFP, and will be updated as the SEA works with its Advisory Group and other stakeholders
to ascertain other options for the identification and approval of additional external organizations.

**Working with Stakeholders to Review & Improve State Policies and Practices**

The SEA’s 21st CCLC Advisory Group will meet periodically across each program year to inform State
policy decisions relevant to grant-funded afterschool initiatives and program expectations. While 2-3 annual
meetings will generally suffice, additional meetings may be convened, if desired or needed. The diverse
Advisory Group is composed of knowledgeable individuals who are program champions, deeply committed
to ensuring effective afterschool initiatives across Indiana.

2. **Awarding Subgrants (ESEA section 4203(a)(4))**: Describe the procedures and criteria the SEA will use for
reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a
competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a
proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Based on ESSA statutory requirements, the SEA defines eligibility criteria for highly-competitive 21st CCLC grant awards and prescribes those expectations within an applicant RFP notification. Eligible applicants must submit applications that conform to the SEA’s established RFP process, delineated on its website and detailed through applicant trainings conducted prior to the RFP/application submission due date.

The SEA will make 21st CCLC grant awards to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); other schools determined by the LEA to be in need of intervention and supports; and the families of such students. Applications submitted within the prescribed timeline are reviewed by SEA program staff to ensure completeness, applicant eligibility and adherence to submission requirements, before advancing to the SEA’s rigorous Peer Review process for the identification of potential grant recipients.

**Scoring Rubric Developed for Use by Peer Reviewers**

All competitive grant applications are rated against standard review criteria. The SEA develops and employs a Scoring Rubric aligned to the various required sections of Indiana’s RFP/application, each with a prescribed point designation (with higher scores representing exemplary ratings and lower scores representing weaker ratings within scored categories).

The Scoring Rubric, aligned to RFP/application requirements, delineates expectations that are to be evidenced by the reviewer to justify points awarded within each section. Required elements of the RFP/application, scored by peer reviewers and thereby rated within the Scoring Rubric, include but are not limited to:

- Assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- Description of the partnership between an LEA, a community-based organization, and another public entity or private entity, if appropriate;
- Demonstration of need for 21st CCLC program, based on analyses of community needs (including the needs of working families) and available resources for the CCLC program, and describe how partners were involved in assessing need and services;
- Demonstration that 21st CCLC funds will be used to increase the level of State, local and other non-Federal funds that would in the absence of these funds be made available for programs and activities authorized by this program (i.e., cannot supplant Federal, State, local or non-Federal funds);
- Description of the supplemental activities to be funded, demonstrating that students receive at least 300 additional program hours before, during, or after the traditional school day;
- Demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparations, and possible youth development of student participants;
- Description of how travel safely to and from the center and home (as applicable) is provided to program participants, and assurances that the program occurs in a safe and easily accessible facility;
- Description of how activities are expected to improve student academic achievement, as well as overall student success;
● Description of how the eligible entity will disseminate information about the 21st CCLC program (including its location) to the community in a manner that is understandable and accessible;

● Demonstration of how the proposed program coordinates with other federal, State and local programs and makes effective use of public resources;

● Assurance that the proposed program is developed and will be carried out in active collaboration with participating schools that students attend (including in the sharing of relevant data, in compliance with applicable laws relating to privacy and confidentiality) and with partnership entities;

● Assurance that the proposed program is developed in alignment with Indiana’s Academic Standards;

● Description of how the activities will meet the measures of effectiveness described in section 4205(b) including: established performance measures aligned to expectations of the regular school program (i.e., measures that track student success and improvement over time; include State assessment results; and other indicators, such as attendance during school day, regular classroom grades, survey data);

● Description of how the applicant will encourage and use appropriately qualified persons to serve as volunteers, if the eligible entity plans to use volunteers in activities carried out through the 21st CCLC program;

● Description of a preliminary plan for how the community learning center will continue after 21st CCLC funding ends;

● Assurance that the community will be given notice of the applicant’s intent to submit an application/RFP for 21st CCLC funds, and will make it available for public review after submission; and

● The SEA offers priority points to applications submitted jointly by a Title I, Part A local educational agency (includes Indiana charter schools) and at least one community-based or faith-based organization or other public/private entity. Priority points are also awarded if applicants meet or exceed expectations defined within its RFP guidelines.

Selection and Training of Peer Reviewers

The rigorous Peer Review process will be established in consultation with the Governor’s Office and other state agencies for administering youth development programs and adult learning activities. Indiana Department of Education 21st CCLC staff does not review the RFP/application sections generating scoring points to determine the ranking of proposals potentially eligible for funding. For proposal scoring, the Department solicits reviewers and collects resumes to identify a cross-section of external peer reviewers with knowledge and experience in out-of-school time educational programs, elementary and secondary education, and higher education. Every effort is made to select reviewers that represent local educational agencies (both urban and rural), community-based organizations, and faith-based organizations from different regions of the State.

The SEA’s 21st CCLC staff convenes individuals selected as peer reviewers to participate in a group training session and receive their assigned RFP/applications. Peer reviewers are required to remove themselves from the review and scoring of any RFP/application for which they have a real or perceived conflict of interest. Reviewers receive an overview of 21st CCLC program expectations, a review of common terms and acronyms, and an explanation of their role in serving as a peer reviewer. As a group, reviewers are taught how to use the SEA’s Scoring Rubric to determine their RFP/application ratings (and justify scores awarded in the lowest or highest range of ratings) within each scoring category. Following group training, eligible entity RFPs/applications are assigned, by the SEA, to individual peer reviewers for independent scoring. SEA staff oversees the process and remain available to address questions, as needed, and to collect scoring documents.
and applicant RFPs as the peer reviewers complete assigned RFP/applications.

**Scoring Process**

The purposes of the review and scoring process are to ascertain: (a) the overall strength of the applicant’s proposal; (b) the applicant’s potential for effectively implementing proposed activities and fiscal responsibilities; (c) the applicant’s capacity to fully implement its proposed program; and (d) the likelihood that proposed strategies and activities will help participating students meet challenging Indiana academic standards and any local academic standards. Using the Scoring Rubric developed by the SEA, each RFP/application is independently reviewed and scored by multiple peer reviewers.

Reviewers’ individual applicant ratings are submitted to SEA staff where they are assigned a final score based on the average of each applicant’s peer reviewers’ ratings. In instances where the SEA determines that there are substantial differences among reviewer ratings of a single applicant, the SEA assigns an additional internal review of the RFP/application to establish a final rating.

**Ranking Applicants to Determine Award Winners**

Once the peer review process ends, the SEA staff independently begins the final review process to determine actual award winners. Using the final score of each RFP/application (i.e., the assigned reviewers’ averaged scores), the SEA ranks all applicants from highest to lowest. Then, based upon funding available, the SEA determines how many applicants can potentially be funded (in rank order). Once applications are ranked, several factors are considered in making final grantee selection determinations:

- The SEA first verifies that a 21st CCLC-funded program does not already exist for a school (grade levels) during the same grant application period proposed by a new eligible entity (the new potential grant award winner).
- The SEA also verifies that there are not two (or more) separate applicants proposing to serve the same school (grade levels).
- In instances where multiple applicants fall within the cut-off score eligible for funding but cannot all be served (due to funding limitations), the SEA determines which applicants are awarded funds. This decision is most generally based upon ensuring, to the extent practicable, that awarded applicants represent various geographical regions of the State, including urban and rural communities. If the decision involves a prior applicant, the SEA also considers prior data (e.g., financial reports; numbers of students served; and any compliance actions that may have occurred).

**Notification & posting of winners**

All applicants are notified, in writing, as to whether or not their proposal was selected for funding. Awards are subject to availability of Federal funds and Indiana entities selected for funding are subject to negotiation with the SEA, whereby final award amounts may be adjusted from levels projected within the RFP/application proposal. Grant awards are not final until approved by the SEA and an award letter/contract (through the Indiana Department of Administration’s procurement process) is received from the Indiana Department of Education. Those awarded funding are identified on the IDOE’s 21st CCLC website.
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program
The purpose of the Rural and Low Income Schools grant is to provide financial assistance to Local Education Agencies (LEAs) to assist them in increasing student achievement.

1 Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The first programmatic goal states that all students will reach high standards, at a minimum proficiency or better, in English/Language Arts, and Mathematics. Of the 45 school corporations which participated in the RLIS grant in the prior year, 23 showed an increase from the previous year in their English/Language Arts scores on the ISTEP+ assessment.

The second programmatic goal states that school dropout rates will decrease by 0.5 percent during the RLIS grant period. Reductions in dropout rates meeting this threshold were seen in 27 of the 45 school corporations for fiscal year 2015-2016 when compared to the previous year. Additionally, five Indiana school corporations maintained a rate of total 0 dropouts in 2015.

IDOE receives RLIS funds on a formula basis. The amount of funding a state receives is based on its proportionate share of children in average daily attendance (ADA) in all districts eligible to participate in the RLIS program. For the FY15 Rural and Low Income allocation, 45 school corporations in Indiana applied for and received funds. IDOE utilizes funding under this subpart to ensure LEAs target funding to allowable activities under Title I, Title II, Title III, and Title IV in order to help students meet challenging State academic standards.

In order to achieve the overarching goal of helping students meet challenging State academic standards, funding is utilized in the following ways:

- Teacher recruitment and retention;
- Professional development for educators, including training on the effective use of technology;
- Support for educational technology and technology designed to improve instruction for students with disabilities;
- Parent involvement activities;
- Title I-approved activities to improve instruction for students in poverty;
- Improving instruction for English learners

2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Rural Education Achievement Program (REAP) includes initiatives designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

The Alternative Uses of Funds Authority is a flexibility provision that allows eligible LEAs to combine funding under certain programs to carry out local activities under other specified Federal programs.

LEAs that are awarded RLIS grants may use the funds to carry out one more of the following activities:

- Title I, Part A (Improving Basic Programs Operated by local education agencies)
IDOE awards annual subgrants to LEAs that meet the applicable requirements. District eligibility for the RLIS grant is specifically tied to the following criteria: 1) Twenty percent or more of the children aged 5 to 17 served by the LEA must be from families with incomes below the poverty line and 2) All schools served by the LEA must have a locale code of 32, 33, 41, 42, or 43, as determined by the U.S. Secretary of Education.

During the 2016-2017 school-year, 44 LEAs were awarded funds for the Rural and Low Income Program in Indiana. The IDOE maintains regular communication with LEAs (i.e. grant application deadlines, remaining funds memos, and grant revision correspondence) to ensure guidelines are met throughout the grant period. LEAs are also provided with ongoing grant implementation and technical assistance such as allowable activities guidance, REAP regulatory guidance, fiscal best practices, and updates or changes with the REAP program from U.S. Department of Education.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The Indiana Department of Education through the Indiana Education for Homeless Children and Youth program (INEHCY) (INEHCY website: http://www.doe.in.gov/student-services/indiana-education-homeless-children-youth-inehcy), currently employs several strategies to identify and assess the needs of homeless children and youth. These strategies include training, outreach, technical assistance and guidance, monitoring, McKinney-Vento sub-grants, and state law. These strategies are used in tandem to ensure that, regardless of where or when children become homeless, whether they are in sub-grant districts or not, they are able to access a public education.

A. A key strategy in identification is training offered to a broad audience which includes homeless liaisons, district staff, district administrators, several state agencies, and community service providers. Training opportunities address how homelessness is defined and what it portrays across Indiana, the educational rights of homeless children and youth, the roles of the homeless liaison and state coordinator, and best practices in addressing the needs of homeless children and youth. Elementary and Secondary Education uses a variety of formats and customize trainings to current topics and specific requests.

B. The timely identification of students who qualify for services and supports under the McKinney-Vento Act is the paramount duty of the homeless liaison within every local education agency (LEA) in our state. To best facilitate the identification of children and youth who are experiencing homelessness, housing questionnaires are provided to the parents of each child, and each unaccompanied youth, in every district.

C. The dissemination of the housing questionnaire is to occur at the beginning of each school year, and also upon new enrollment for students entering the district throughout the academic year. Student enrollment and the provision of supportive services are to take place immediately upon student enrollment to ensure timely attention to the needs of students who are experiencing homelessness. In
addition to the use of the housing questionnaire, LEAs are to use an intake/interview form with all students who qualify as homeless according to the McKinney-Vento Act, to ensure that all district services and necessary supports are identified and provided.

D. The McKinney-Vento Act applies to children and youth age 21 and under, consistent with their eligibility for public education services under state and federal law. State laws vary, but generally provide access to all students until high school graduation or equivalent, or until age 18 or over. For special education students, federal law provides the right to access services until age 22. 20 U.S.C. §1412(a)(1)(A) and IC § 20-35-1-8. The McKinney-Vento Act includes no program-specific age requirements to qualify as an unaccompanied homeless youth. Thus, if a youth is eligible for K-12 public education in the state, he or she may be enrolled and served as an unaccompanied homeless youth.

E. The State Education Agency (SEA) collects homeless student data from Local Educational Agency (LEA) through an electronic survey-Homeless Summary Report. The purpose of this data collection is to gather student specific data/information on the student experiencing homelessness, students identified as receiving 504 services and students of active duty parents in the armed forces, during the academic school year. This information is used for federal and state reporting. LEA’s collect homeless student data locally through the use of housing questionnaires, and then submit the information to their district level student information systems; that data is then reported to Indiana Education for Homeless Children & Youth (INEHCY). The Consolidated State Performance Report (CSPR) data is made available to SEAs for verification and correction. Once completed, the data is reviewed by Indiana Education for Homeless Children & Youth staff & Data Collection staff, certified, and submitted to ED through the Education Data Exchange Network/Ed-Facts system.

F. The Indiana Education for Homeless Children & Youth (INEHCY) offers routine, comprehensive training to all LEAs regarding the duties of the district, including the requirements related to the immediate identification and enrollment of homeless children and youth, the use of housing questionnaires and intake forms, the provision of all services and supports necessary for academic success in school, and the requirement for routine data collection and reporting.

Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The Indiana Education for Homeless Children & Youth (INEHCY) developed and implemented a three tiered homeless dispute resolution process to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved. Since that time, homeless parents, or unaccompanied homeless youth, who wish to appeal a school district’s decision related to the identification, enrollment, placement or provision of services for homeless students may engage in the homeless dispute resolution process. All districts in the state of Indiana use the same dispute process to ensure consistency across the state in the event that students move across school district lines.

A. Students must remain enrolled, be allowed to attend school as normal, and continue to receive all services as homeless student would be eligible for during the time the dispute is being settled.
B. Students may not be expelled without due process of the law.
C. Students and their families must be provided with a written explanation of any decisions.
D. That notice must also include information on how to appeal the decision through Indiana State Board of Education, the contact information of the school district’s McKinney-Vento Liaison, and the contact information of the state coordinator.
Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ESSA has created a renewed focus on measuring and reporting the academic performance of some of our most vulnerable students, including those who are homeless. These new requirements will give states and districts detailed information to determine whether students are receiving the support necessary to be successful.

A. The Indiana Education for Homeless Children & Youth (INEHCY) offers a comprehensive program for school personnel, including liaisons, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to heighten the awareness of school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

B. The Indiana Education for Homeless Children & Youth (INEHCY) offers routine, comprehensive training for LEA liaisons, and all interested school district staff are welcome and encouraged to attend. Training includes information pertaining to the federal requirements outlined in the Act to ensure local districts appropriately implement the law and immediately enroll and serve children and youth experiencing homelessness. Other state and federal programs including Migrant Education; Title I, Part A; Head Start; school nutrition; Title I, Part D; foster care; and other state and federal partners routinely provide informational support through supplemental presentations at McKinney-Vento training. Multiple onsite regional training opportunities are offered throughout the school year, with additional IDOE resources such as sample forms, translated materials for families, NCHE posters, flyers, Informational tip sheets and other resources included. Live and recorded webinars from NAEHCY & NCHE are provided by the McKinney-Vento state coordinator as specific topics and issues warrant additional information for the field.

C. With the additional language pertaining to LEA training in the newly reauthorized McKinney-Vento Act, Indiana will continue to providing robust and comprehensive training and technical assistance to LEAs, and will add a tracking component to allow IDOE McKinney-Vento program staff to focus on outreach and technical assistance for districts that do not access training opportunities as frequently as they should.

○ The Indiana McKinney-Vento Academy (www.edifyk12.com) provide consistency in guidance throughout state of Indiana. This site was developed so that we can provide a streamlined way for communication, learning, resources and credentialing. These courses were developed to help train new and current Liaisons and to provide credentials once the courses have been completed.

○ Participants can download any resources that were uploaded directly from the Indiana McKinney-Vento Academy such as a PDF or a MS Word document. These resource are through the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY), as well as training provided by The Indiana Education for Homeless Children & Youth (INEHCY).

○ IDOE McKinney-Vento State Coordinator will have the ability to track the progress of Liaisons as they transition through the Beginner, Intermediate and Advanced
Courses with usage information and real-time assessment data. All assessments have been aligned to McKinney-Vento Standards, allowing McKinney-Vento staff to see where Liaisons might need additional support for their learning.

D. Full-day McKinney-Vento liaison training workshops are offered by the SEA multiple times throughout the school year, in addition to breakout presentations at conferences offered by other state agencies and partner organizations. Additionally, all districts are notified monthly through electronic alerts regarding the availability of training and webinars offered through the NCHE.

Additionally, IDOE has a longstanding relationship with the National Center for Homeless Education, which is the official clearinghouse and technical assistance center for the U.S. Department of Education. Resources including Liaison Toolkits, issue briefs, online training, webinars and other materials are routinely sourced as IDOE provides a layered approach to training and technical assistance. Telephone 4/10/2017 and email assistance through The Indiana Education for Homeless Children & Youth (INEHCY) office is available to school district personnel upon request. The provision of training and technical assistance is a critical component of Indiana’s McKinney-Vento program, as best practices are shared along with the legal requirements of the Act.

Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:

Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

Young homeless children in Indiana have access to public preschool programs, administered by the SEA or by the LEA, as provided to other children in Indiana. The McKinney-Vento program at IDOE has an ongoing collaborative relationship which creates a cross-agency support system when coordinating services and supports for early learners. The McKinney-Vento Liaison Training, offered through The Indiana McKinney-Vento Academy includes input from early childhood/preschool/Head Start/ECE (Early Childhood Education) programs, including information related to the Head Start regulations related to homeless children. Additionally, the competitive McKinney-Vento grants offered by The Indiana Education for Homeless Children & Youth (INEHCY) to LEAs include coordination and targeted services for early learners/preschoolers experiencing homelessness so that they can enroll in, attend and succeed in preschool programs. These efforts may include reserving slots, collecting data and conducting community needs assessments related to homeless early learners. LEAs are made aware of the federal McKinney-Vento requirements related to the priority for enrollment and the provision of services for homeless preschool students, including transportation to school of origin when in the best interest of the student. With the reauthorization of the McKinney-Vento Act, LEAs in Indiana will recognize school of origin rights for preschool students in programs operated by the LEAs.

ix. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Indiana has taken a multi-pronged approach to the needs of both unaccompanied homeless youth enrolled in school and those youth who have been separated from school including youth that have had little or no education. This means that while the definition and identification of unaccompanied homeless youth, their
needs and best practices in supporting them are covered in the Indiana Education for Homeless Children & Youth (IN EHCY) program trainings, technical assistance, subgrant funding, and monitoring as described above, the program also reaches out to other offices within State of Indiana to integrate awareness and the needs of unaccompanied homeless youth into their work. Examples of this collaboration include the following:

A. The state coordinator has presented and recommended homeless liaisons to speak on panels at conferences on dropout prevention and re-engagement. Trainings offered by other divisions within the department that address the re-engagement and support of out of school youth are highlighted for homeless liaisons.

B. Indiana Education for Homeless Children & Youth (INEHCY) will continue to collaborate with other LEA’s dropout prevention staff and encourage the use of Individual Learning Plans for homeless students given their high mobility. Training has been and will continue to be provided with a specific focus on re-engaging youth, using student developed Individual Learning Plans, verification of homelessness, assisting youth with FAFSA applications and college and career counseling.

C. The Indiana Homeless/ Unattached Youth Verification for the Purposes of Federal Financial Aid is posted on Indiana Education for Homeless Children & Youth (INEHCY).

D. Verification of homelessness for all students, particularly unaccompanied homeless youth, is covered in the initial sessions for homeless liaisons and is discussed in technical assistance calls.

Educational stability for vulnerable students, particularly those that are homeless, is critical. Students experiencing homelessness will not be separated from their peers, and will receive the same opportunities to fully participate as any other student would enjoy. State policies and procedures, outlined on http://www.doe.in.gov/student-services/indiana-education-homeless-children-youth-inehcy, ensure that students are not segregated or stigmatized on the basis of their homeless status and there are no barriers to enrollment and attendance in all academic and extracurricular activities.

ix. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Indiana Education for Homeless Children & Youth (INEHCY) ensures that homeless children and youth who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities. Children and youth experiencing homelessness are to be enrolled and able to fully participate in all school activities. Extracurricular school activities, such as sports, music, theater, debate, and clubs, are often a key to engaging children and youths in school. They can provide students with a sense of belonging, stability, pride, and responsibility and strengthen a student’s application for higher education admission and scholarships. This is including varsity level sports are school activities.

A. Homelessness can create barriers to participation in extracurricular activities. Homeless students who change schools during the school year may not meet residency requirements related to sports or may enter school in the middle of the season. They may lack birth certificates, physical examinations, and other documents normally required prior to participation and may not be able to pay for equipment or fees. The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.

B. LEAs are required to enroll children and youths experiencing homelessness immediately. “Enroll” is defined in the McKinney-Vento Act as specifically “attending classes and participating fully in school activities.” Therefore, homeless students must be allowed to enroll and participate immediately in
class and other academic activities and extracurricular school activities, such as sports, music, and clubs.

C. Athletic associations must comply with the McKinney-Vento Act’s requirements, and must remove barriers to homeless student’s participation in sports, paying special attention to participation rules related to attendance and residency. Moving into the 2017-2018 school year, Indiana Education for Homeless Children & Youth (INEHCY) with guidance from IDOE-legal team will work with Indiana High School Athletic Association (IHSAA) to develop guidance and explore best practices related to full athletic participation by homeless students. Similarly, to ensure homeless student’s access to all school activities, barriers due to outstanding fees and fines are to be addressed by LEAs. Fees for extracurricular activities are to be waived or paid through donations or district funds.

Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

Understandably, it can be difficult for students who are homeless to maintain regular attendance at school, which often leads to these students being chronically absent. Every effort is made by districts to ensure that prompt services are provided to overcome this barrier by providing support through: Title-I services, early learning, credit recovery, and access to other college and career readiness opportunities. The state coordinator works with state support teams, through the regional system of support, to help address local needs through the improvement process.

Non-academic barriers are also a priority and consideration as districts determine how to best provide the stability and consistency these students need to be successful in school. Indiana offers a competitive process for districts to apply for additional funds to support the academic, tangible and intangible, needs of this population. The applicants are scored according to need and quality of application.

The point at which children enter a school is often the point at which they are identified as homeless. One of the strongest strategies to ensure identification at enrollment and to eliminating enrollment delays has been the training of enrollment staff. This group is often overlooked for training and professional development opportunities so when their role in working with families is spotlighted, they respond enthusiastically. The detailed knowledge of the community and each family within the school is framed as the foundation for spotting the clues to possible homelessness. These trainings offered by the state coordinator and local homeless liaison have ensured greater immediate access for incoming students and have facilitated access to support services for families and students that might otherwise have become disconnected.

The Indiana Homeless Education has been reviewed and revised to reflect reauthorization under ESSA and addresses the immediate enrollment of homeless students, their school records, school selection, and transportation. The Advisory is posted on the Indiana Education for Homeless Children & Youth (INEHCY) webpage and is covered in the all training sessions for homeless liaisons.

i. requirements of immunization and other required health records:

A. The Indiana Department of Public Health reviews its policies on immunizations and health records annually. Notifications of these updates go out to all schools and is posted on the Children and Hoosier Immunization Registry Program (CHIRP). This collaboration with Department of Health has removed barriers during enrollment and has built awareness among school nurses who are often the front line staff identifying already enrolled homeless students.
B. Similarly, guidance and adjustment counselors may become aware of already enrolled students’ homelessness before other staff or faculty members. Training for this group focuses on the impact of homelessness on learning and behavior and equips guidance and adjustment counselors with the knowledge they need to support their students, including high school students who are approaching graduation and planning for post-secondary education.

C. The state coordinator stresses collaboration with local medical, dental and mental health clinics that can provide immunizations and physical examinations. This collaboration has facilitated homeless students being treated for their needs and ensure access to sports and other school activities. The state coordinator has presented to school-based health clinic staff and clarifies communications between school health providers and homeless liaisons. School nurses and health providers have been grateful to know how to answer questions and to refer students and families that have self-disclosed their homelessness.

D. As a best practice, larger districts and most mid-size districts have implemented building contacts that are able to support the district’s homeless liaison in identifying and supporting homeless students at the building level. This expands the liaison’s capacity, ensures students’ rights, and reduces disruptions.

i. **residency requirements:** Districts may offer residency affidavits to be completed by host families in doubled up situations. While helpful, districts are reminded that a child may not be held out of school while an affidavit is being obtained or if the host refuses to complete one.

ii. **lack of birth certificates, school records, or other documentation:** (RECORDS- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—(a) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and (b) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).)

   A. School to school transfer of records has expedited appropriate placement of students with the services they need, particularly when the transfer of records complements discussions with parents about a student’s needs.

   B. The Indiana Education for Homeless Children & Youth (INEHCY) program serves as a third party conduit for the transfer of records in severe domestic violence cases and the state coordinator on many occasions has reached out to counterparts in other states to facilitate the transfer of records across state lines.

   C. All students must be enrolled immediately regardless of presenting for enrollment without documentation. A memorandum regarding the school's duty to immediately enroll is sent to principals and superintendents annually.

iii. **guardianship issues:**

   A. The Indiana Education for Homeless Children & Youth (INEHCY) has developed a caregiver form that establishes the responsibilities of caregivers and requests their contact information to replace traditional proof of guardianship. This form should be crafted carefully so it does not create further barriers or delay school enrollment.

   B. The U.S. Department of Education’s Education for Homeless Children and Youth Program Non-Regulatory Guidance suggests using “caretaker affidavits, enrollment forms for unaccompanied youth, and other forms [that] replace typical proof of guardianship” to facilitate immediate enrollment.

   C. Review and revise LEA policies that may serve as a barrier to immediate enrollment for unaccompanied youth.
D. Ensure that enrollment staff at all district schools understand the rights of unaccompanied youth and are familiar with the policies and procedures for immediate enrollment of these students.

E. Contact parents or legal guardians, when appropriate, to clarify their relationship with the caregiver and what authority they wish them to exercise.

iv. **uniform or dress code requirements.**

A. The homeless liaison assists homeless students with school uniform requirements. Indiana law allows school boards to have school uniform or dress code policies if they are necessary to maintain order or to prevent the endangerment of student health and safety. If a school has uniforms, it must assist low-income families in obtaining the uniforms and in helping students to comply with the dress code policy.

B. Collaborate with community-based and public agencies to provide homeless students with school uniforms to ensure that an inability to purchase a school uniform does not create an enrollment barrier.

**Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act):** Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

- Train all school enrollment and administrative staff, counselors, school social workers, and school leaders on the legal requirements regarding immediate enrollment;
- Develop affidavits of residence or other forms to replace typical proof of residency. Such forms should be carefully crafted so that they do not create further barriers or delay enrollment;
- Develop caregiver affidavits, enrollment forms for unaccompanied youths, and other forms to replace typical proof of guardianship. Again, such forms should be carefully crafted so they do not create further barriers or delay enrollment;
- Establish school-based immunization clinics or other opportunities for on-site immunizations;
- Accept school records directly from families and youths;
- Develop short diagnostic assessments to place students immediately while awaiting complete academic records;
- Inform families and youths, in a language they can understand or in an accessible format for individuals with disabilities, as appropriate, of their right to attend either their school of origin or local school;
- Develop clear, understandable, and accessible forms for written explanations of decisions and the right to appeal;
- Expeditiously follow up on any special education and language assistance referrals or services;
- Utilize online services such as vital records office websites that provide birth certificates and State health records databases for proof of immunization (this is preferred to re-immunizing students who do not have records readily available);
- While waiting on official school records, have informational conversations with parents and youth, as well as teachers and staff at the student’s previous school to find out a little about the student so that academic services can be put in place immediately;
- When a student dis-enrolls, assemble a portfolio of information and samples of schoolwork in a folder that the parent or student can show upon enrollment in the new school;
- The homeless liaison must assist homeless student in getting school fees waived. Schools often charge students and families significant fees that youth who are homeless are not able to afford. These include
graduation fees, lab fees, field trips fees and for participating in activities. In Indiana, school fees should be waived for students who are eligible for free breakfast or lunch. Students who are homeless are automatically eligible for free breakfast or lunch and, therefore should have their fees waived.

- The homeless liaison assists homeless students with school uniform requirements. Indiana law allows school boards to have school uniform or dress code policies if they are necessary to maintain order or to prevent the endangerment of student health and safety. If a school has uniforms, it must assist low-income families in obtaining the uniforms and in helping students to comply with the dress code policy.
- Collaborate with community-based and public agencies to provide homeless students with school uniforms to ensure that an inability to purchase a school uniform does not create an enrollment barrier.

**Assistance from Counselors (722(g)(1)(K)):** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Indiana Education for Homeless Children & Youth (INEHCY) program continues to ensure homeless youth FAFSA applications and verification of their homelessness. In addition through both internal and external collaboration The Indiana Education for Homeless Children & Youth (INEHCY) has sought to expand support prior to secondary graduation, through the transition to and graduation from post-secondary education. Strategies to ensure as defined in section 725(2) are provided with equal access to college and career counseling, assistance in completing support include the following.

A. **Graduation Plan:** Indiana Statute (IC 20-30-4) requires all students in consultation with the School Counselor and parent, to develop a Graduation Plan in grade 6 and to then further develop the plan in grade 9 and every year thereafter until the student graduates from high school. This plan must include subject and skill areas of interest to the student and a program of study to match such interests and assessments taken.

B. **Counseling:**
   a. Article 4 (511 IAC 4-1.5), the Student Services Rule in Indiana, requires student assistance services at the elementary and secondary levels. Student assistance services, coordinated by school counselors, school psychologists, or masters level school social workers, are defined as those services that prevent or alleviate problems that interfere with student learning and include prevention, assessment, intervention (counseling), and referral.
   b. Article 4 (511 IAC 4-1.5), also requires educational and career services at the secondary level, which shall be coordinated by a school counselor and include admission and orientation; study skills and tutoring; achievement testing; advising and scheduling; career education, assessment, planning and placement.

C. The Indiana Education for Homeless Children & Youth (INEHCY) state coordinator has built awareness of unaccompanied youth, their needs, and is piloting programs and services to address those needs.

D. The Indiana Education for Homeless Children & Youth (INEHCY) state coordinator has provided guidance to higher education administrators, admissions, financial aid officers and staff together with homeless liaisons, high school guidance counselors, local providers and child welfare to expand awareness of the growing population of homeless youth transitioning to higher education, their unique needs for housing, food, and support, and the abyss they fall into when those needs are not met.

The Indiana Department of Education, through the Indiana Education for Homeless Children & Youth
(INEHCY), strives to ensure educational access and stability of homeless children and youth through building awareness, increased identification, policy revision, public notice of educational rights, and equal access to comparable services. Strategies to accomplish this include training, outreach, technical assistance and guidance, monitoring and intra- and interagency coordination and collaboration with a broad array of stakeholders.

**Acronym Glossary** (Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B)

- **INEHCY** Indiana Education for Homeless Children & Youth
- **NCHE** National Center for Homeless Education
- **NAEHCY** National Association for the Education of Homeless Children and Youth
- **CSPR** Consolidated State Performance Report
- **CHIRP** Children and Hoosier Immunization Registry Program
- **IHSSA** Indiana High School Athletic Association
Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☐ Coordination. The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☐ Challenging academic standards and academic assessments. The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☐ State support and improvement for low performing schools. The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☐ Participation by private school children and teachers. The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☐ Appropriate identification of children with disabilities. The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☐ Ensuring equitable access to Federal programs. The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

Click here to enter text.
APPENDIX TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>APPENDIX LETTER</th>
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<td>A</td>
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<td>Measurements of Interim Progress</td>
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<td>B</td>
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<td>C</td>
<td></td>
<td>Educator Equity Extension Plan and Differences in Rates Tables</td>
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APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State’s minimum number of students. For academic achievement and graduation rates, the State’s measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

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| Grades 3-8 Mathematics (Public School Students who were enrolled 90% of the school year) |
|-----------------------------------------------|-------------------------------|-----------------------------------------------|
| Subgroup                                      | Actual Pass Percentages       | Goal Pass Percentages (Decrease "Did Not Pass" rate by half) |
| All Students                                 | 78.87 | 80.58 | 81.96 | 83.86 | 84.44 | 61.97 | 59.76 | 62.63 | 65.51 | 68.38 | 71.25 | 74.13 | 77.00 | 79.9  |
| American Indian                             | 74.93 | 77.54 | 78.36 | 80.21 | 82.00 | 57.00 | 56.19 | 59.32 | 62.45 | 65.58 | 68.71 | 71.84 | 74.97 | 78.1  |
### Grade 10 English Language Arts (Public School Students who were enrolled 90% of the school year)

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APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

### DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

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*Disproportionality* refers to how much more (or, in the case of the ‘Excellent Educator’ category, less) likely it is for low income students in Title I schools to be taught by the categories of teachers. For example, low-income students in Title I schools are 3.7 times as likely to be taught by an Ineffective teacher than their non-low-income student peers in non-Title I schools.