

districts that conduct a program under Title I for children and youth who are N or D are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youth, and assist in the transition of these students from correctional facilities to locally operated programs,
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the State, and
- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every 3 years.

Title I, Part D Training Module

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

Title II, Part A: Supporting Effective Instruction

Overview and Purpose

Title II, Part A funds support three broad goals:

1. Acquire and retain effective teachers.
2. Support and grow new teachers using effective induction strategies.
3. Keep, develop, and sustain teachers through retention practices, class-size reduction, and effective and continual professional development.

Eligibility

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

Funding Options

Title II, Part A funds may be used for three general purposes: 1) Recruitment, Retention, Incentives, and Differentiated Pay 2) Professional Development, and 3) Class-Size Reduction. Each category has specific requirements, which are described in the sections below.

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

Specific initiatives may include recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet challenging state academic standards to improve within-district equity in the distribution of teachers. Some examples of allowable activities in this category may include:

- Expert help in screening candidates and enabling early hiring
- Differential and incentive pay in high-need academic subject areas and specialty areas
- Teacher, paraprofessional, principal, or other school leader advancement and professional growth with emphasis on leadership opportunities, multiple career paths, and pay differentiation
- New teacher, principal, or other school leader induction and mentoring programs
- Training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about professional development, improvement strategies, and personnel decisions
- A system for auditing the quality of evaluation and support systems
- Developing feedback mechanisms to improve school working conditions
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders

Category Two: Professional Development

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

- Use data to improve student achievement
- Help all students develop the skills essential for learning readiness and academic success
- Participate in opportunities for experiential learning through observation
- Effectively integrate technology into curricula and instruction

- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners
- Providing programs and activities to increase knowledge of instruction in the early grades to measure whether young children are progressing
- Providing programs and activities to increase ability to meet the needs of students from birth through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school
- Providing training, technical assistance, and capacity-building to assist with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement
- Developing and providing professional development and other comprehensive systems of support to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects
- Providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning to help prepare students for postsecondary education and the workforce
- Carrying out in-service training in: techniques and supports needed to understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; use of referral mechanisms that effectively link such children to appropriate services in the school and community; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning
- Providing training to support the identification of students who are high ability and implementing instructional practices that support the education of such students
- Supporting the instructional services provided by effective school library programs
- Providing training regarding how to prevent and recognize child sexual abuse

For Category Three: Class Size Reduction

The purpose of this funding category is to reduce class size using evidence-based guidelines. Reducing class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers. Criteria that may be considered when determining the allowability of a class size reduction activity may include:

- Focus on the early grades (K-3)
- Limit the class size to under 18 to produce the greatest benefits
- Spanning reduction across K-3 rather than only one or two of the primary grades

- Target minority or low-income students in order to realize greater gains
- Combining class size reduction with meaningful preparation of experienced teachers
- Deliver supports, such as professional development and a rigorous curriculum, alongside reduction programs

Other Important Considerations

Supplanting Test In order to avoid the presumption of supplanting, there are several tests districts should conduct when considering the use of Title II-A funds:

Test I – Are the services that the district wants to fund required under state, local, or another federal law? If they are, then it is supplanting.

Test II – Were state or local funds used in the past to pay for these services? If they were, it is supplanting.

Test III – Are the services being provided in other schools paid for with state or local funds? IF they are, then it is supplanting.

Overcoming the presumption of supplanting requires that districts keep documentation (e.g., budget information, planning documents, or other materials). In general, a state education agency (SEA) or LEA must determine what educational activities it would support if no ESEA funds were available. If it is clear that no State or local funds remain available to fund certain activities that previously were funded with State or local resources, then the SEA or LEA may be able to use ESEA funds for those activities.

Comprehensive Needs Assessment

The Comprehensive Needs Assessment is found at the beginning of the Indiana Department of Education’s Title II, Part A application. This section contains the LEA’s Program Goals and Objectives, Data Sources and Measures, Consultation, Prioritized Needs, and System of Professional Growth and Improvement sections. In the Program Goals and Objectives Section, it is important to include goals that are aligned with the relevant data that is selected and discussed during the Comprehensive Needs Assessment.

- In the Data Sources and Measures section, it is important to include actual data figures from the relevant data that is related to the goals that have been selected in the Program Goals and Objectives.
- In the Prioritized Needs section, a rationale explaining how the funds will be allocated for the needs of the school, and how they were prioritized.
- In the Consultation Section, a brief explanation of how the stakeholders were consulted is required.

- For the System of Professional Growth and Improvement Section, applicants must provide a rationale about how the selected activities support the program goals and objectives, and address the prioritized needs identified on the previous page.

For more information regarding Title II, Part A, visit the [IDOE Title II, Part A](#) web page.

Title III: Language Instruction for English Learners and Immigrant Students

Overview and Purpose

Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, seeks to ensure that children who are English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

All LEAs, including but not limited to Title III subgrantees, are required to provide English learners with high-quality English language development instruction beyond the federally required English language development (ELD) program (*Lau v. Nichols, 1972*). Title III also requires subgrantees to provide high-quality professional development to classroom teachers, principals, and administrators, and to promote engagement of English learner families.

Title III funds must be used to supplement the level of federal, state and local funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient students and immigrant children and youth (section 3115(g)).

Eligibility

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

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

Funding Options

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

Family and Community Engagement

Under ESSA, English Learner students' family and community engagement is a required activity for Title III (Sec. 3115(d)(6): "Providing community participation programs, family literacy services, and parent/family outreach, and training activities to English learners and their families"). Title III funds must be set aside to provide effective outreach to families of English learners and promote parent, family, and community engagement in language instruction educational programs [Sec. 3116 (b) (3)]. In accordance with the supplement, not supplant provision, this funding cannot be used for activities that are provided for all students, parents, and families.

- o **Allowable Examples:** Bilingual books for EL Literacy nights; Adult English classes
- o **Non-Allowable:** Materials for parent nights which include all families, not just EL families

Professional Development

Under ESSA, Title III funding must be set aside for English-learner related professional development designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices, and instructional strategies for English learners; that is effective in increasing teaching knowledge and skills of such teachers; and be of sufficient intensity and duration (which shall not only include activities such as 1-day workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

- o **Allowable Examples:** Sending classroom and EL teachers to an EL conference, when it connects to larger and ongoing professional development initiatives; contracting on-site EL-related PD
- o **Non-Allowable:** Sending teachers to a one-day EL conference with no followup or connection to larger PD initiatives; sending teachers to PD not concentrated on English Learners

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

Administration

Each district receiving funds for a fiscal year may not use more than 2% of such funds for the cost of administering this grant. Administrative costs are associated with the

overall project management and administration and are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories.

- o **Allowable Examples:** Administrative costs such as support staff, coordinators, other administrative staff; Indirect Costs such as utilities

- o **Non-Allowable Examples:** Staff whose duties do not pertain to the administration of the Title III program

Supplemental Instructional Materials and Supplies

Instructional materials and supplies purchased with Title III funding must be supplemental to the core English Language program, and must be used only by English Learner students.

- o **Allowable Examples:** Leveled readers; picture dictionaries; and manipulatives

- o **Non-Allowable:** Materials purchased for all students in the corporation

Supplemental Technology

Technology and software purchased with Title III funding must be supplemental to the core EL program, and must be used only by English Learner students.

- o **Allowable Examples:** language programs or software intended to supplement core EL services; and tablets for English Learner use only

- o **Non-Allowable:** Computers with the sole purpose to use for Title I required annual assessment (ACCESS); language software or programs intended to serve as core EL program services

Personnel

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

- o **Allowable Examples:** EL-focused paraprofessionals; EL instructional coaches

- o **Non-Allowable:** EL teachers providing core EL services; Classroom teachers; staff to administer ACCESS

Other Important Considerations

English Learner Plans & Lau-required ELD

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

Non-Public School Participation

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

Immigrant Influx

The ESEA, as amended by the ESSA, defines immigrant students as students between the ages of 3 and 21 who were not born in any U.S. State (or Puerto Rico) and have been enrolled in U.S. schools for fewer than three academic years [Title III, section 3301(6)]. In accordance with Title III, Sec. 3114(d)(2), the IDOE provides a portion of the state Title III appropriation to support LEAs who have experienced a significant influx of immigrant students. These schools are identified and notified annually of their eligibility for the Title III immigrant influx funding. As outlined in Title III, Section 3115(e)(1), Title III Immigrant Influx funds are to be used for instructional activities, such as:

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

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

Title IV, Part A: Student Support and Academic Enrichment Grant

Overview and Purpose

The purpose of Title IV is to provide opportunities for the following areas: well-rounded education, social and emotional supports, and effective technology use and integration.

Eligibility

Public and charter schools in Indiana will operate via a formula method due to federal regulations. The minimum allocation allowed by statute is \$10,000 for an individual applicant.

For more information regarding the Title IV eligibility and application, please visit the IDOE Title IV page at <https://www.doe.in.gov/grants/title-iv>.

Funding Options

Title IV funding options include three focus areas. Focus Area A involves improving student engagement and achievement by improving student access to science, technology, math, STEM activities, reading, language arts, college-credit courses, and career guidance, and counseling services.

Focus Area A: Improve Student Engagement and Achievement

Improve student engagement and achievement by improving student access to:

- *Science, technology, engineering, mathematics, and/or computer science*
STEM activities may include, but are not limited to: increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions; providing students hands-on learning and exposure to STEM, including through field-based and service learning; supporting the creation and enhancement of STEM-focused schools; facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time; and integrating other academic subjects such as the arts into STEM curricula.

Example definitions used in exemplary STEM programs include: Inquiry-based/real world/problem-solving state or nationally recognized curriculum: hands-on learning opportunities that focuses on critical thinking, problem solving

and real-world relevance; access to relevant, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond; is a process of inquiry-based activities that encourage students to contextualize the project with respect to existing knowledge and experience, and to communicate what they learned as a result.

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

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

- *Reading, Language Arts* This may include literacy programs for students, supplemental literacy materials, and other literacy activities
- *Learning programs that provide post-secondary level courses accepted for credit at institutions of higher education, and post-secondary level instruction and examinations that are accepted for credit at institutions of higher education.* This includes reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees. These programs may include, but are not limited to: increasing the availability and enrollment in Advanced Placement (AP) or International Baccalaureate (IB) programs, dual or concurrent enrollment programs, and early college high schools
- *Career and college counseling/guidance.* This may include, but is not limited to: counseling programs and services, assistance for applying to college entrance and for financial aid, advising on academic and occupational training, transition programs, and preparing for college aptitude tests

Focus Area B: Social and Emotional Supports

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

- Implementing drug and violence prevention programs
- Training school personnel in drug, violence, trafficking, and trauma
- Implementing programs that educate students and school personnel about bullying and harassment prevention
- Supporting local educational agencies to implement mental health awareness training programs that are evidence based to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness
- Supporting local educational agencies to expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs

- Providing local educational agencies with resources that are evidence-based addressing ways to integrate health and safety practices into school or athletic programs, including physical and nutrition education
- Implementing programs that support dropout prevention and re-entry
- Implementing child sexual abuse awareness and prevention programs that are age-appropriate and developmentally appropriate for students or that provide information to parents and guardians of students about sexual abuse awareness and prevention
- Implementing schoolwide positive behavioral interventions and supports
- Designating a site resource coordinator at a school or LEA to establish partnerships within the community
- Providing school-based health services, including chronic disease management
- Social emotional learning including, but not limited to: interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills
- Other courses, programs, or personnel, that contribute to improving school conditions for student learning

Focus Area C: Personalized Learning through Technology

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

- Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to personalize learning, use technology effectively in the classroom, and support teacher collaboration
- Identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the LEA, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security
- Use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic course and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential
- Build capacity for principals, other school leaders, and teachers to use data and technology to improve instruction and personalize learning
- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators

- Making instructional content widely available through open educational resources
- Implement digital citizenship initiatives that include strategies to address student safety
- Other supports, programs, or activities that provide support and access to using technology to advance student learning

Other Important Considerations

Technology Focus Area C can include funding for staff training and capacity building, effective integration of technology and curricula, and purchasing of technology infrastructure. Spending on technology infrastructure (software, hardware, and devices) is limited to no more than 15% of the total Title IV allocation. For more about the specifics of this grant, visit the IDOE [Title IV](#) website. For FFY18 allocations over \$30,000.00, the LEA must spend 20% of their total allocation in Focus Area A and Focus Area B. They must also spend funds in Focus Area C. If the allocation is under \$30,000.00 the LEA may spend funding in any or all Focus Areas.

21st Century Community Learning Centers Program: Title IV, Part B

Overview and Purpose

The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Eligibility

The legislation allows public and private organizations to receive funds directly from the State under this program. Under the previous authority, only public schools or local

educational agencies could directly receive grants. The Department continues to strongly encourage all applicants to collaborate with other public and private agencies, including the local school districts, to create programs as comprehensive and high-quality as possible.

Funding Options

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. Local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement
- Drug and violence prevention programs, counseling programs, and character education programs

Other Important Considerations

Performance Measures For the first time, ESSA provides principles of effectiveness to guide local grantees in identifying and implementing programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and – if appropriate – be based on scientific research.

The new legislation requires States to develop performance indicators and performance measures that they can use to evaluate programs and activities. States must require local grantees to implement programs that meet the principles of effectiveness. In addition, grantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment.

21st Century Non-public School Subgrants The 21st Century Community Learning Centers (21st CCLC) program allows for subgrants directly to non-public and faith-based schools and organizations. All 21st CCLC grantees are required to consult with non-public schools located within 5 miles of a 21st CCLC program site. Non-public schools have the option to participate in the out-of-school-time program in coordination with the 21st CCLC grantee to ensure equitable services. For additional information on the 21st CCLC program, please visit the IDOE 21st CCLC program website: <https://www.doe.in.gov/21stcclc>

Rural and Low Income Schools Grant (RLIS)

Overview and Purpose

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

Eligibility

LEAs eligible for RLIS grants must meet two eligibility criteria: the LEA must have 20 percent or more of children served (ages 5-17) are from families with incomes below the poverty line as determined by census poverty (not free/reduced) AND all schools served must have a rural, locale code of 32,33,41, and 43. Do note that there is a *different* but similar grant offered directly by the U.S. Department, which is called the Small, Rural School Achievement Program. More information about this grant, including program eligibility, can be found at <https://www2.ed.gov/programs/reapsrsa/eligibility.html>.

Funding Options

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

Title I-A (Improving Basic Programs Operated by local education agencies)

Example: A school district develops an entrepreneurial education program to supplement its reading curriculum.

Title II-A (Supporting Effective Instruction)

Example: A school district pays the stipend for a mentor teacher to work alongside a new or ineffective teacher for a full academic year.

Title III (Language Instruction for English Learners and Immigrant Students) Example: A school district offers an afterschool enrichment program for English learners.

Title IV-A (Student Support and Academic Enrichment) Example: A school district purchases bullying prevention materials for all schools.

Parental Involvement Activities

Example: A school district implements a parental engagement program informing parents about strategies to improve achievement for students who are learning English or for preschool-age children.

Other Important Considerations

For the most up-to-date information on RLIS grants, please visit the [IDOE Rural and Low Income Schools Grant](#) page.

1003 School Improvement Grants

Overview and Purpose

Indiana’s vision for the 1003 grants is to build capacity of both schools and LEAs by reducing the number of schools in improvement status.

The program goals of this grant are: to show alignment to “more rigorous” school improvement plans (SIP) with the focus areas of leadership, effective instruction, and student supports. Eligible schools will demonstrate a determination of need through more rigorous School Improvement Plans (SIP), select an evidence-based intervention that has been proven to work, fund intervention through 1003 funding, and evaluate implementation.

Eligibility

In the year of transition prior to the approval of Indiana’s Every Student Succeeds Act (ESSA) plan, the IDOE is allocating a formula grant of up to \$40,000 per school to all eligible Title I served Focus and Priority schools, including Title I first-time D and F schools in 2016. An eligible school list can be found at <https://www.doe.in.gov/sig> under 1003 Formula Grants. For the most up-to-date information regarding the SIG grants, visit the IDOE’s [1003: School Improvement Grants](#) web page.

However, moving forward in the 2017-2018 school year and beyond, the allocation of 1003 funds shall be in accordance with Indiana's ESSA plan. This dictates that all first time identified Comprehensive Support and Improvement (CSI) schools will be eligible for a planning grant, whereas a competitive grant will be offered for implementation and/or LEAs with multiple CSI schools. See below in Other Considerations for further information.

Funding Options

School Improvement grants funds must be used for evidence-based practices to support provisions and improvement in leadership, effective instruction, and student supports. The activities must align to the school's improvement plan (SIP), including the more rigorous SIP components required for D and F schools.

Other Important Considerations

Title I School Improvement Grants for Comprehensive Improvement and Support Schools

The IDOE will award planning grants to all Comprehensive Improvement and Support Schools in their first year of identification. Comprehensive Improvement and Support Schools will thus receive at least one year of Title I school improvement funding (1003a), allocated to ensure they and their district achieve three objectives.

1. Conduct a comprehensive needs assessment, aligned to an evidence-based framework for school improvement.
2. Develop a school improvement plan that is driven by the qualitative and quantitative findings from a comprehensive needs assessment, aligned to an evidence-based framework for school improvement.
3. Ensure the required conditions (e.g., leadership at all levels, academic strategy, student supports) are in place to enable successful implementation of the entire school improvement plan during the following school year.

To support local efforts to develop and prepare for full implementation of comprehensive school improvement plans, the IDOE will provide the following supports prior to this planning grant phase with Comprehensive Improvement and Support Schools and their districts.

1. Develop a model comprehensive needs assessment, aligned to an evidence-based framework for school improvement.
2. Provide a recommended protocol for planning and conducting the comprehensive needs assessment, including strategies for meaningful stakeholder engagement.

3. Define an optional menu of supports for districts and schools to support their planning and/or implementation of one or more sections of this recommended protocol.

Subsequently, CSI schools will be able to apply for the competitive implementation grant. Under this rubric-based, competitive process, districts will be expected to purposefully differentiate their Title I school improvement implementation grant applications on behalf of their Comprehensive Improvement and Support Schools based on each school's comprehensive needs assessment, school improvement plan and conditions for success. The implementation grant application and its corresponding scoring rubric will be anchored in the same evidence-based framework for school improvement around which the comprehensive needs assessment and school improvement planning template are organized. Applications will only be awarded funding if the proposed evidence-based interventions meet the requirements of being in one of the top three tiers of evidence as required under ESSA. Once these Title I school improvement implementation grants are awarded, the IDOE will integrate its monitoring of these recipients into its ongoing cycle of supports for the Comprehensive Improvement Support Schools and their districts, with an additional emphasis on periodic resource allocation review to ensure Title I school improvement funds and other resources are promoting equity and excellence for all students.

If a district's Title I school improvement implementation grant application for a Comprehensive Improvement and Support School is not approved, the IDOE will continue to provide supports to that school and its district as outlined in the next section on supports for Comprehensive Improvement and Support Schools and their districts. Furthermore, the IDOE will consider awarding a Title I school improvement planning grant for a second year to a Comprehensive Improvement and Support School that applied for, but was not initially awarded an implementation grant, based on the quality and potential of their application.

1003 Multiple-School Title I School Improvement Grants

The IDOE will also create a multiple-school Title I school improvement grant specifically for districts with four or more Comprehensive Improvement and Support Schools. These funds will be leveraged to help districts design and implement sustainable, large-scale school improvement initiatives (e.g., Transformation Zones, Innovation Networks) that meet student needs and improve student outcomes in multiple Comprehensive Improvement and Support Schools. Districts will not be required to include each of their Comprehensive Improvement and Support Schools in their application, but will need to explain how they plan to support these schools separately, drawing on evidence from each school's comprehensive needs assessment. To encourage locally-driven school improvement innovations, the IDOE will otherwise limit its guidelines and guardrails for this grant to the regulations for the use of Title I, Part A funds as well as the evidentiary requirements for evidence-based interventions under ESSA.

To improve the likelihood that a district's multiple-school strategy for school improvement will have a demonstrable, sustainable impact on student outcomes, the IDOE will adopt the same differentiated planning and implementation grant phases as outlined above for the school-specific Title I school improvement grants. Unlike the school-specific Title I school improvement planning grant, this multiple-school school improvement strategy planning grant will be awarded in a rubric-based, competitive manner. The IDOE will require districts to apply for a one-year planning grant, with three specific objectives.

1. Fully operationalize the multiple-school strategy, including but not limited to long-term goals, short-term benchmarks, and budgets that demonstrate the district's capacity to sustain the strategy long-term.
2. Meaningfully engage stakeholders in the process of developing and refining the strategy across the planning period.
3. Ensure the necessary conditions are in place to enable successful implementation of at least the first phase of the multiple-school improvement strategy during the following school year.

Districts could also petition the IDOE for the right to apply directly for a multi-year, multiple-school implementation grant by citing evidence that they have already fulfilled the requirements of the multiple-school planning grant with fidelity.

To help facilitate the development of evidence-based, multiple-school strategies for school improvement, the IDOE will provide the following forms of technical assistance prior to this planning grant phase with districts that have more than four Comprehensive Improvement and Support Schools.

1. Connect local leaders with individuals and organizations that have a demonstrated track record of success in large-scale, district-driven school improvement initiatives.
2. Facilitate on-site, shared learning opportunities for local leaders to see large-scale, district-driven school improvement initiatives in action.
3. Provide an evidence-based framework for large-scale, district-driven school improvement initiatives.

When a multiple-school Title I school improvement implementation grant is awarded, the IDOE will integrate its monitoring of the Comprehensive Improvement and Support Schools. Schools impacted by this district-driven school improvement initiative will be integrated into the IDOE ongoing cycle of supports for Comprehensive Improvement and Support Schools and their districts. These efforts will be focused in particular on the extent to which resources--including, but are not limited to Title I school improvement funds--are being leveraged to promote equity and excellence for all students.

1003 (g) Competitive Grants

Overview and Purpose

School Improvement Grants (SIG), are authorized under section 1003(g) of No Child Left Behind were awarded on a competitive basis to schools in districts with the greatest need for funds and the strongest commitment to provide adequate resources and support. This funding stream is no longer active with the enactment of ESSA, and only existing subgrantees will have the opportunity to spend previously awarded dollars. The model for school improvement funding under ESSA will follow Indiana's ESSA plan, utilizing the 1003 dollars described above.

CSP Quality Counts: Charter School Grant

Overview and Purpose

In 2017, the IDOE applied for a competitive grant, *Quality Counts*, and was approved for a CSP Grant through ESSA in the award amount of \$59 million. The purpose of the grant is the opening, expanding, and replicating of successful charter schools. The grant life is over the course of five years beginning in October 2017.

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process. For more information visit the [CSP Quality Counts: Charter School Grant](#) website.

Eligibility

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of

accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open, expand, or replicate high-quality public charter schools. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools. For this grant, applicants wishing to expand or replicate their school would meet high-quality standards by fulfilling the criteria below. Applicants wishing to open a new school demonstrate high-quality through their application.

1. Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
2. No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE
3. Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan.

Funding Options

The IDOE will make funding available through a competitive grant application process to eligible applicants to open and prepare for the operation of new charter schools or replicate and expand high-quality charter schools. The IDOE will utilize this opportunity to strengthen the high-quality options offered within the state. In order to apply for CSP funding, an applicant must have applied to an authorized public chartering authority to operate a charter school and provide adequate and timely notice to that authority. Eligible applicants may apply for up to \$900,000 over a total length of no more than five years, of which no more than 18 months of planning is included. Authorized activities include:

- Costs associated with preparing teachers, school leaders, and specialized instructional personnel--including professional development and hiring during the planning period
- Acquiring supplies, training, equipment, and educational materials
- Carrying out necessary renovations to ensure that a new school building complies with applicable statutes (excluding construction)

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

Other Important Considerations

The Quality Counts grant funding is broken up in the following ways:

90% - Subgrants to Open, Expand, Replicate: This funding is allocated to the subgrantees with the high-quality eligibility requirements (A/B, good standing with IDOE, etc.).

7% - The Innovation Grants and Technical Assistance: This funding is for varied technical assistance opportunities for schools that do not meet subgrant eligibility requirements or wish to only participate in technical assistance. These are mini-grants or technical assistance opportunities with a mixture of formula and competitive grants in approximately 10 different areas of need.

RCSIG: Refugee Children School Impact Grant

Overview and Purpose

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

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

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

Eligibility

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

- Eligible Populations: School-age refugees between the ages of 5 and 18 years of age
- Countries of Refugee Students' Origin: Somalia, Liberia, Congo, Sudan, Afghanistan, Burma (Myanmar), Syria, Democratic Republic of the Congo

Other Important Information

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

- "Welcome to the United States: A Guide for New Immigrants" is a comprehensive booklet on rights & responsibilities, getting settled in the U.S., education & childcare, emergencies & safety, and U.S. government. It is available in a variety of languages.

- "USCIS Civics Flash Cards" help immigrants learn about U.S. history and government in preparation for the naturalization exam.

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

Online Resources

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

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

Other Funding Sources

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

Career and Technical Education Grants (Perkins)

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

Non-English Speaking Program (NESP)

The Indiana Non-English Speaking Program (or NESP) is funding specifically designed to support English Learners in Indiana schools through instruction, professional development, EL-specific materials and technology, assessment, and family involvement. NESP funds are intended to be used to provide direct student support, including to help satisfy Office of Civil Rights requirements to provide a language instruction program to limited English proficient students. NESP funding is allocated

based on English learner counts from the most recent Language Minority (LM) Data Collection. Every Indiana LEA with an English learner identified in the LM Data Collection is eligible to receive NESP funds on a per-pupil basis. Beginning in 2017-2018, updated legislation includes increased funding amounts for LEAs with an English Learner population exceeding 5% of their overall student population, and additional increased funding for LEAs with 18% of their overall student population consisting of English Learners.

For more information regarding the Non-English Speaking Program, including an FAQ, an application walk-through, and more, can be found on the [IDOE NESP](#) web page. Since NESP is a state grant that is separate from the federal English learner funding of Title III, then an LEA may choose to participate in one, both, or neither.

Dual Language Immersion (DLI)

The Indiana Dual Language Immersion (DLI) Pilot Program distributes financial assistance to school corporations or charter schools for either the establishment of new DLI programs or introduction of new languages in existing DLI programs that begin in either Kindergarten or Grade 1 and use an instructional model that provides at least fifty percent (50%) of its instruction in a second language and the remaining percentage of instructional time in English. One focus of dual language immersion programs is to help students become proficient in a second language, in addition to English. In two-way programs, an additional focus is on English Language Development (ELD) for English Learners whose home language matches the language of the target language of the program. These students master subject content from other disciplines, using the second language or both languages. For more information about this program, please visit <https://www.doe.in.gov/ccr/dual-language-immersion>.

Non-public School Ombudsman and Non-public Guidance

The Ombudsman works in partnership with the Division of Title Grants and Support, a division of the Indiana Department of Education. The Title Grants and Support team serves as the lead in providing technical assistance to public and non-public school officials regarding equitable services. This ensures issues are resolved in a proactive manner which allows for nearly all issues to be resolved before an official complaint is needed. If issues still exist, complaints can then be filed with the Ombudsman to mediate a positive resolution.

The purpose of the Ombudsman is to monitor and enforce the equitable service requirements under ESSA. This includes developing a process for receiving documentation of the agreed upon services from the LEA. The scope of the Ombudsman expands to include all programs that provide equitable services to non-public school students: Title I, Title II, Title III and Title IV.

If there are still issues to be addressed after Title I Grants and Support assistance, complaints are filed to the Ombudsman regarding consultation and/or service provisions. Complaints are submitted on the *Letter of Complaint to the Ombudsman*. Visit the [IDOE Ombudsman](#) website for more information.

For more about Non-public Equitable Services, visit the [Non-public Equitable Services Appendix](#).

Fiscal Guidance

State Board of Accounts Procurement Processes for SEA Large Contracts and Purchases

The State Board of Accounts has established processes and procedures for large contracts and purchases, in the event that an agency wishes to acquire a large purchase.

State and LEA Procurement Thresholds and Procedures

State thresholds for procurement and procedures are much lower than those in place at the federal level. Likewise, LEAs may have procurement thresholds and procedures that are even stricter than those of their respective state. For further information regarding Indiana's specific policies concerning Procurement Thresholds and Procedures, visit the Indiana Department of Administration's website at <http://www.in.gov/idoa/2944.htm>.

State Board of Accounts Categories

The Federal grants that are described throughout this handbook are all subject to fiscal audits by the Indiana State Board of Accounts (ISBOA), Indiana Department of Education, and US Department of Education. The Indiana State Board of Accounts guidance documents may be accessed [here](#).

Billing Terms Explained and Fiscal Guidance

A list of billing terms have been provided in the section below. This section is intended to provide technical assistance for LEA program administrators and treasurers when they encounter billing and encumbrance questions. Also, fiscal guidance subsections have been provided for the excess cash on hand and for moving 10 percent between line items.

Term	Definition
Encumber	An accounting ledger entry which represents a planned or obligated expenditure setting aside the required monies to fund the expense.
Obligate	An accounting ledger entry which represents a planned or obligated expenditure setting aside the required monies to fund the expense. In terms of federal grants, the term “Obligate” is synonymous with “Encumber”
Liquidate	Funds have been issued, recorded as an expenditure and removed from the budget, or obligations have been spent.
Period of Allowability	The time period in which physical items may be purchased and events may occur as expenses within a federal grant. The allowability period does NOT include the extended time in which encumbrances can be liquidated.
FY	Fiscal year state term: Grant period June 2017-September 2018 (always use the second year, FY 18)
FFY	Federal Fiscal year: Grant period June 2015-September 2017 (the first year in which allocated) FFY 15-FFY 17
SY	Refers to School year. For example SY17-18.

Excess Cash on Hand

Excess cash on hand is cash received in excess of expenditures reported to date. Excess cash on hand is determined by taking the expended amount as indicated on the reimbursement form minus the total amount expended and obligated. A positive balance indicates excess cash on hand. This amount will be withheld (not sent) from the next payment(s) until subsequent reports show that the reserve amount has been expended. If an adjustment is needed in your monthly disbursement, contact your assigned Federal Grant Specialist.

Moving 10 Percent Between Line Items

CAN I MAKE FISCAL CHANGES TO THE GRANT DURING THE GRANT PERIOD?

An LEA is allowed to move up to 10 percent of one cell to another cell without submitting an amendment for approval. However, the activities must have been previously approved in the application. There can be no programmatic changes without an amendment.

Any monetary amendments over 10 percent or programmatic amendments will need approval from your IDOE Federal Grants Specialist.

Please see below for more details on grant amendments.

An LEA is allowed to move up to 10% of one cell to another cell without submitting an amendment for approval as long as the activities have previously been approved in the application. There can be no programmatic changes without an amendment. Programmatic changes such as adding staff, extending learning, implementing a new program, and/or purchasing technology or equipment requires approval from IDOE prior to spending funds.

For example, in the cell “salary certified/instruction” if a school corporation has a certified teacher with a salary of \$40,000 that they would like to fund for the same purpose at \$44,000, this can be done without an amendment because this is not a programmatic change and the funding increase is 10% or less. This school corporation would also be able to increase that teacher’s benefits by 10% due to the fact that “benefits certified/instruction” is a separate cell.

However, if this school corporation has a second certified teacher with a salary to which they would like to increase funding, this cannot be completed without an amendment because this cell has already had a funding increase of 10%, which is the maximum allowed without an amendment.

Reimbursement Method of Payment details

All federal grants are paid by the reimbursement of expenses method.

- Each grant will have a reimbursement form or an electronic method to file reimbursement requests.
- Reimbursement requests are due filed with IDOE on the 1st & 15th of each month.
- Account and/or object category totals must align with the grant approval.
- Reimbursements should have available report documentation that supports the requested amount of funds to be reimbursed.
- Payment vouchers that correspond with reimbursement requests should be available for review.

IC 5-22-22-4 Use of auctioneer

Sec. 4. (a) If the property to be sold is:

- (1) one (1) item, with an estimated value of one thousand dollars (\$1,000) or more; or
- (2) more than one (1) item, with an estimated total value of five thousand dollars (\$5,000) or more; the purchasing agency may engage an auctioneer licensed under IC 25-6.1 to advertise the sale and conduct a public auction.

IC 5-22-22-6 Public or private sale or transfer without advertising

Sec. 6. If the property to be sold is:

- (1) one (1) item, with an estimated value of less than one thousand dollars (\$1,000); or
- (2) more than one (1) item, with an estimated total value of less than five thousand dollars (\$5,000); the purchasing agency may sell the property at a public or private sale or transfer the property, without advertising.

IC 5-22-22-8 Worthless property

Sec. 8. (a) If the property is worthless, it may be demolished or junked.

(b) For purposes of this section and IC 5-22-21-6(4)(B), property may be considered worthless or of no market value if the value of the property is less than the estimated costs of the sale and transportation of the property. As added by P.L.49-1997, SEC.1. Amended by P.L.7-1998, SEC.11.

IC 5-22-22-10 Exchange of property between purchasing agency and governmental body

Sec. 10. (a) A purchasing agency may exchange property with another governmental body upon terms and conditions agreed upon by the governmental bodies as evidenced by adoption of a substantially identical resolution by each entity. (b) A transfer under this section may be made for any amount of property or cash as agreed upon by the governmental bodies. As added by P.L.49-1997, SEC.1.

Disposing of Equipment Funded from Title Programs

When an LEA is considering options to dispose of equipment from Title funded programs, there are a number of considerations that should be taken. IC 5-22-22-1 et seq. describes the process governmental bodies must follow when disposing of personal property, which is generally any property that is not land. The state rules below are more restrictive than the federal rules under the Uniform Grants Guidance (UGG), and therefore the more restrictive rules must be followed. If equipment is no longer needed for an intended program, the LEA should first see if the equipment can be used to support another federal program prior to disposing of the equipment.

Releasing the Unexpended Equitable Share

When a non-public school has an unexpended equitable share that cannot be utilized during the period of availability, based on agreement during consultation, the funds will be released to the LEA for use in public schools. A *Non-Public Equitable Share Release Form* must be submitted for review and approval by the IDOE. The *Process for Releasing the Unexpended Equitable Share to the LEA* and the *Non-Public Equitable Share Release Form* can be found [here](#).

Appendix Links
Federal Grants Monitoring Appendix
Non-public Guidance Appendix
Title I, Part A Appendix

Relevant Guidance

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

Indiana Department of Education, Office of Title Grants and Supports. (n.d.). *Title I Fiscal Handbook 2015-2016*.

Indiana State Board of Accounts. (2010). *Classification and Definition of Expenditure Accounts* (pp. 6-1-6-30). [https://www.in.gov/sboa/files/School Manual - Chapter 6 \(2010\).pdf](https://www.in.gov/sboa/files/School%20Manual%20-%20Chapter%206%20(2010).pdf)

State Procurement, Indiana General Assembly §§ Article 1.1-25 IAC 1.1.1-1-1-25 IAC 1.1-3-7 (1998). http://www.in.gov/legislative/iac/iac_title?iact=25

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

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

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

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