

Pre-Application

Background

As part of the [Link Initiative](#), an agency-wide modernization project, the Indiana Department of Education (IDOE) will begin (when) using INtelligrants as a grants management system on a rolling basis for all 44 funding streams flowing through IDOE. The State Non-English Speaking Program (NESP) and Federal Refugee School Impact Grant are being piloted in the system now. Beginning later in the spring, additional grants will come online including Titles I, II, III, and IV.

IDOE took the opportunity to analyze how we can do things better, and not just replicate current paper pencil practices in an online format. As such, anyone who has written the various Title grants for a Local Education Agency (LEA) recognize how they are similar in some places. Questions in one grant might be nearly identical to questions in another grant, and the LEA might ask, "Didn't I already answer this question?" This phenomenon caused IDOE staff to:

- Identify as many similarities as possible to reduce the number of responses required across the multiple grants
- Write a narrative question, whose answer would satisfy multiple federal requirements simultaneously
- Consolidate numerous processes (e.g. English learner plan, and naming an annual foster point of contact) into one place
- Shift this content to the front of the process, so that the actual grants will be more streamlined and easier to complete
- Encourage collaboration across multiple federal programs

Thus, the Pre-Application was created. This concept will be new for LEAs to complete, although the content will look familiar.

Timing

The Pre-Application will be the first step in applying for Titles I, II, III, IV, and Rural and Low Income Schools with INtelligrants. The expected due date is July 1 for the first iteration of the 2020-2021 school year. In future years, LEAs could work on this process much earlier in the year so that a large portion of the grant (e.g. narrative components, goal setting) can be completed while the LEA is waiting on its allocation figures.

Once it is submitted, the LEA will be able to begin working on the respective grants. IDOE will review and approve the Pre-Application on an annual basis, although the LEA will have the ability to re-open the Pre-Application so that it remains a living document. Although the LEA will be able to complete its Title I, II, III, IV, and RLIS grants while the Pre-Application is under review by IDOE, the LEA will not be able to seek approval of the grant nor reimbursement until the Pre-Application is approved.

Next Steps

Since the Pre-Application has content that was previously in the separate Title grants, the LEA will need to pull together a collaborative group of individuals to discuss the needed responses. Any individual who will have the role of program administrator within INtelligrants will have the ability to submit the responses, and LEA will have the ability to assign specific people to specific pages of the Pre-Application if certain questions need an individual with specific expertise (e.g. homeless liaison).

Individuals that need to be involved in the completion of the Pre-Application are the administrators of each of the programs, including

- Title I
- Title II
- English Learner
- Title IV
- Rural and Low-Income (optional)
- Migrant
- Foster Care
- McKinney-Vento
- Non-public Liaison (optional, if LEA has a dedicated staff member at district level)

Recommended individuals to also include

- Superintendent
- Building Principal
- Counselors, Social Workers, School Psychologists
- Classroom Teachers
- Teachers That Serve Special Populations (such as ELs, special education, and high ability)
- Well-Rounded Teachers (such as music, art, and physical education)
- Instructional Coaches
- Family and Community Representative or Representatives

Content of the Pre-Application

The INtelligrants system is not yet ready for LEAs to enter the Pre-Application content directly, but IDOE has the content of the Pre-Application ready to go. The text below that are in **black** represent the questions, and the **red** represents where the LEA must respond. No responses are being collected at this time, as the release of this information is so that the LEA can begin preparing.

Point of Contact

Title I Program Administrator [field for name, email, phone]

Title II Program Administrator [field for name, email, phone]

Title IV Program Administrator [field for name, email, phone]

English Learner Program Administrator [field for name, email, phone]

Rural and Low-Income Administrator (optional) [field for name, email, phone]

Migrant Program Administrator [field for name, email, phone]

Foster Care Point of Contact [field for name, email, phone]

McKinney-Vento Liaison [field for name, email, phone]

Non-Public School Liaison (optional) [field for name, email, phone]

Purpose

- Goals
 - Set three to five SMART goals regarding the use of respective funding and how it aligns to the district's vision and strategic planning

Goal Area	Goal Description	Measurable Outcome
<i>Pick from bullets from below as a drop down</i>	Free Text Field	

- Student achievement goal(s)
 - Student conditions for learning goal(s)
 - Educator effectiveness goal(s)
 - Leadership effectiveness goal(s)
 - Family and Community engagement goal(s)
 - Other
- Data Measures
 - What methods are used in your LEA to monitor student progress, and to identify students who may be at risk of academic failure? **Free text field**

Data Measures	Description
<i>Pick from bullets from below as a drop down</i>	Free Text Field

- Academic (Formative, Interim, Summative Assessments)
 - Attendance
 - Behavior
 - Social-Emotional
 - Other (Please describe)
- Consultation
 - Check each box for the stakeholders involved in the development of this plan
 - School Board Members
 - Superintendent
 - District-level administrators
 - Title I Program Administrator
 - Title II Program Administrator
 - Title IV Program Administrator
 - English Learner Program Administrator
 - Rural and Low-Income Administrator (optional)
 - Migrant Program Administrator
 - Foster Care Point of Contact
 - McKinney-Vento Liaison
 - High Ability
 - Non-Public School Liaison (optional)
 - Building-level administrators
 - Teachers
 - Instructional Coaches
 - Counselors
 - Social Workers
 - Families
 - Community Members
 - How did consultation occur with the stakeholders above to create the unified plan? **Free text field**

Academics

- Achievement
 - How will the LEA identify and implement instructional and other strategies to strengthen well-rounded programming? **Free text field**
 - How will the LEA support the learning needs of all students, specifically
 - At-risk (e.g. low-performing subgroups) **Free text field**
 - English learners **Free text field**
 - Students with disabilities **Free text field**
 - Migrant **Free text field**
 - High Ability **Free text field**
 - Homeless **Free text field**
 - Foster **Free text field**
 - How will the LEA support the transitions of students from

- Preschool into KDG **Free text field**
 - Middle school into high school **Free text field**
 - High school into postsecondary **Free text field**
- Educators
 - How will the LEA improve the quality of educators, including ongoing professional learning as well as induction, recruitment, and retention of effective staff? **Free text field**
 - Provide table of current rates of ineffective/inexperienced/out-of-field by subgroups by LEA and each school within LEA (data integration) (IDOE will provide the LEA a table)
 - How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? **Free text field**
 - If the LEA does not currently have any disparities, please include a description of how you are ensuring disparities do not occur in the future (e.g., human resource processes, professional development, mentoring or retention programs, etc.) **Free text field**
- Preschool
 - If the LEA provides preschool through any funding (e.g. family pay, state funding, Title I etc), how will the LEA coordinate this programming with services under respective programs? **Free text field**
 - If the LEA provides preschool through Title I funds, how will the LEA comply with the performance standards established under section 641(a) of the Head Start Act (42 U.S.C. 9836a(a)) **Free text field**
 - Provide evidence of consultation with Head Start (form will be digital for the Head Start subgrantee to sign into INTELLIGRANTS to sign off for each respective LEA)
- English Learners
 - <https://www.doe.in.gov/sites/default/files/elme/english-learner-plan-memo-and-template-2019-2020.docx> **Complete the digital table**
- LEA Report Card
 - Provide the URL for where the report card is linked on the LEA's website **Free text field**

Environment

- Conditions for learning
 - How will the LEA identify and implement strategies to strengthen conditions for learning?
 - environment **Free text field**
 - social/emotional **Free text field**
 - behavioral **Free text field**

- How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, including identifying schools with high rates of discipline? **Free text field**
- Family Engagement
 - Describe the LEA’s plan to effectively engage families and community members **Free text field**. Specifically include:
 - Families of English learners, and limited English proficient families **Free text field**
 - Families of students with disabilities **Free text field**
 - Families of high-ability students **Free text field**

Funding

- Methodology (Supplement not Supplant)
 - Describe the locally-determined methodology to ensure Title I schools receive all of the state and local funds they would otherwise receive **Free text field**
 - Ability to attach documentation (optional)
- Prioritization of funding (IDOE has a table that will identify which schools within the LEA are Comprehensive Support and Improvement or Targeted Support and Improvement)
 - How will the LEA prioritize funding and supports for schools that are identified as
 - Comprehensive Support and Improvement (CSI) **Free text field**
 - Targeted Support and Improvement (TSI) **Free text field**
 - How will the LEA prioritize funding and supports for schools that have a high concentration of children in poverty? **Free text field**
- Consultation of Funding
 - For programs covered under Title I and Title VIII, how has the LEA conducted timely and meaningful consultation with nonpublic schools? **Free text field**
- Coordination of Funds
 - Describe the process of how the LEA ensures the respective grants are coordinated with other federal, state, and local funds. **Free text field**
- Transfer of Funds
 - Does the LEA wish to transfer all or part of its Title II or Title IV funding to other grants? **Y/N**. If yes, has consultation occurred with nonpublic schools and a consensus reached to transfer the funds, as the transfer will include both the public and private share? **Y/N**

Grant	Original Amount	Amount Transferred	What grant will receive the transferred funds?	Amount Remaining
Title II	Original Amount	[Dollar figure to transfer]	Dropdown of options (Title I, Migrant, Delinquent, Title III, Title IV, RLIS)	Original Amount – transferred amount

Title IV	Original Amount	[Dollar figure to transfer]	Dropdown of options (Title I, Title II, Migrant, Delinquent, Title III, RLIS)	Original Amount – transferred amount
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- Consolidation of Funds **NEW** (new concept for IDOE; More technical assistance to come. Consolidating funding does NOT mean that the requirements of each program go away)
 - Does the LEA wish to consolidate all or part of its federal funding? **Y/N**. Trigger page that leads to the ability to set percentages to consolidate, and at which Title I schoolwide schools

Grant	Original Amount	Amount Consolidated	Amount Remaining to Budget Separately
Title II	Original Amount	[Subtotal from table below]	Original Amount – Subtotal from table below
Title III	Original Amount	[Subtotal from table below]	Original Amount – Subtotal from table below
Title IV	Original Amount	[Subtotal from table below]	Original Amount – Subtotal from table below

Title I Schoolwide School	Title II	Title III	Title IV	Rationale
[Name of schools here, that will autopopulate]	[Dollar figure to consolidate into this school's budget from Title II]	[Dollar figure to consolidate into this school's budget from Title III]	[Dollar figure to consolidate into this school's budget from Title IV]	[Must respond with specifics as to how consolidating funds from each grant will increase student achievement at each school, and still achieve the intents and purposes of each program that is

				consolidated]
[Name of schools here, that will autopopulate]	[Repeat]	[Repeat]	[Repeat]	
[Name of schools here, that will autopopulate]				
Total	[Subtotal of dollars to consolidate from Title II]	[Subtotal of dollars to consolidate from Title II]	[Subtotal of dollars to consolidate from Title II]	

Assurances

Program Administrator and Superintendent provide digital signature

Fiscal Assurances:

- The LEA understands and will comply with all applicable assurances for federal funds.
- The LEA certifies that it will participate in all data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- The LEA certifies that it has received a single audit or program specific audit (2 CFR 200.501) if it has expended \$750,000 in federal funds within the preceding federal fiscal year.
- The LEA agrees to keep accurate records and provide information to the State Educational Agency (SEA), as requested for fiscal audit and program evaluation, and shall demonstrate compliance with all federal, state, and program requirements. The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven years from the date of the last activity.
- The LEA will ensure funding requests - via reimbursement for federal grants and cash request for state grants - are accurate to invoices and reflect only approved activities encumbered within the performance period for nonsectarian activities. State funding requested and not spent or federal cash on hand will have to be returned to the IDOE at the close of the grant period of availability.
- The LEA will submit a request for amendment under these circumstances: 1) a 10 percent funding change in a budget category; and/or 2) a change in the scope of activities within a category (i.e. changing focus of PD from language arts to math or changing use of class size reduction funding).

- Funds will be encumbered and liquidated during the specified grant period provided by IDOE; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

Programmatic General Assurances:

- The LEA agrees to adhere to federal and state guidelines surrounding reclassification, exiting from services, and monitoring policies;
- The LEA certifies by submitting this application that neither it, its “principals” nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. All “principals” or subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred principal or subcontractor. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA. The LEA shall immediately notify the State if any principal or subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.
- The LEA certifies that it is currently registered in the System of Award Management (SAM) (<https://www.sam.gov>) database.
- The LEA certifies that it is in compliance with Title IX, section 9524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003
- The LEA must assure that it will develop and implement clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin when in their best interest, will be provided, arranged, and funded for the duration of a child's time. An LEA must assure that it will designate a point of contact regarding children in foster care if the corresponding child welfare agency notifies the LEA in writing that it has designated a point of contact in foster care.
- The LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades four and eight carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
- The LEA agrees to ensure that all teachers and paraprofessionals working in a program supported with federal, state, or local funds have met applicable state qualification and

licensing criteria for the grade levels and subject areas in which the teacher or paraprofessional provides instruction.

- If the LEA chooses to use funds to provide early childhood education services to low-income children below the age of compulsory school attendance, the LEA agrees to ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
- The LEA agrees to ensure that student records (immunization, health information, academic history, etc.) are transferred in a timely manner in accordance with Section 1308 (b) (2).
- IDOE and the State Board of Education (SBOE) may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this grant. The schools and district shall adhere to IDOE reporting and evaluation requirements in a timely and accurate manner.
- The LEA has the necessary legal authority to apply for and receive the proposed sub-grant.
- The activities/services for which the funding is sought under this sub-grant will be administered by or under the supervision and control of the applicant.
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application and amendments.
- Sub-grant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each LEA to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- IDOE may terminate or suspend a grant award if it is deemed the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.
- Sub-grant recipients will comply with all state and local laws and health and safety requirements applicable to LEAs, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- The LEA certifies that the plans for safe school and emergency preparedness for the LEA have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the SBOE rules. The LEA certifies that the school leader has submitted evidence to the state via the manner which has been determined by IDOE.
- The LEA ensures that effective strategies are in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or ineffective teachers.
- The LEA ensures it will comply with section 8501 regarding participation by nonpublic school students, families, and teachers.
- The LEA agrees to engage in consultation with stakeholders in the area served by the LEA regarding the focus areas and content of this grant. Stakeholders should include,

but are not limited to families, teachers, principals, students, school leaders, charter school representatives (when applicable), specialized instructional support personnel, Indian tribes (when applicable), local government representatives, and community-based organizations.

- The sub-grant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Parts 75-76 - State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.
- The required information and reports will be submitted timely as requested by IDOE;
- Any application, report, or the information relating to the grant will be readily available to families and other members of the general public.
- The program described in this application is based on the LEA's assessment of areas of strongest need and the activities outlined are tied to: data sources, data analysis, prioritized needs, plan development, and progress monitoring; and will be developed collaboratively with the input of administrators, principals, teachers, paraprofessionals, and families.

Programmatic ELL Assurances:

- The LEA assures it will annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part 1111(b)(2)(F)
- The LEA ensures that the placement of English learner students will be in a grade that is age appropriate.
- The LEA agrees to the implementation of specific criteria to safeguard against inappropriate identification and placement into special education or speech services of English learner students; to the establishment of guidelines to ensure that retention of English learner students is not based solely upon English language proficiency. The LEA also assures employment and/or training of sufficiently qualified personnel to provide instructional services appropriate to the needs of English learner students; provision of instruction from properly certified, licensed teachers; ensuring that instructional aides work under the direct supervision of a certified teacher and not having the sole responsibility of teaching units of study; and that the ratio of the number of English learner students to qualified teachers in a class shall not exceed the state mandated student/teacher ratio for all classrooms;
- The LEA agrees that communication between the school and the home with limited English proficient families, whether about English learner students' progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home
- The LEA agrees to coordinate and integrate services provided under this grant with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

