

PART C: USES OF ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS

Section 18003 of Division B of the CARES Act provides in relevant part that grants awarded under the Elementary and Secondary School Emergency Relief Fund be used to support the ability of local educational agencies (LEAs) to continue to provide educational services to their students. The Department requests the following:

1. Information that the SEA may request LEAs to include in their subgrant applications to the SEA. For example, an SEA might propose to include the following in developing its subgrant application:
 - How the LEA will determine its most important educational needs as a result of COVID19.
 - The LEA's proposed timeline for providing services and assistance to students and staffing both public and non-public schools.
 - The extent to which the LEA intends to use ESSER funds to promote remote learning.
 - How the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. The above considerations are in addition to the application information requirements from sections 442 and 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1232e and §1228a).

In addition to the application information requirements from sections 442 and 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1232e and § 1228a), IDOE will require LEAs to do the following in order to keep the CARES Act application as streamlined as possible:

- Submit a detailed LEA-level budget for the school corporation or charter use of the CARES Act funds
- Submit a nonpublic school(s) level budget for the equitable services use of the CARES Act funds for each nonpublic school
- Submit evidence, through the IDOE-provided consultation form, that the LEA has already started the process of providing timely and meaningful consultation for the nonpublic schools.
- Submit a narrative response of how the LEA complies, or will comply in the near future, with Sec. 18006 of the CARES Act that it has paid its employees and vendors to the greatest extent practicable.
- Submit a narrative response of how the LEA intends to use ESSER funds to promote remote learning
- Agree, through the use of assurances, that it will comply with its submitted Continuous Learning Plan, required through Executive Order of Indiana Governor Holcomb, which already provides a response by each traditional public schools, charters, and nonpublic schools how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services and its focus/method of delivery to determine its most important educational needs.

2. The extent to which the SEA intends to use any portion of its SEA reserve (up to 10 percent of its ESSER Fund award) to support:

- technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning. If so, please describe the strategies the SEA intends to use to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act; and
- remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators.

As part of an annual state requirement not related to the COVID-19 pandemic, all LEAs, including traditional public school corporations and charters, must submit an annual technology plan to IDOE. This plan provides valuable data regarding the implementation of technology within the district and charter. Utilizing this information, IDOE will identify trends across the state to support technology capacity, access, and remote learning.

Through direct grants to eligible entities, contracts to technical assistance partners, and in-kind services directly through IDOE to support LEAs, including traditional public school corporations, charters, and nonpublic schools, IDOE will

- Support additional need for e-learning capable devices, which may include providing an analysis of how the LEA and nonpublic school could carry this out locally in a sustainable fashion
- Support additional need for wifi/internet connectivity, which may include providing an analysis of how the LEA and nonpublic school could carry this out locally in a sustainable fashion
- Support additional need for educators to have the capacity needed to curate and utilize online courses and materials to deliver e-learning in an engaging and effective manner, which may include providing an analysis of how the LEA and nonpublic school could carry this out locally in a sustainable fashion

If through direct grants to LEAs, including equitable services, IDOE will request detailed information from the applicant, including supporting data to demonstrate its need, to support technology related issues as well as other eligible entities through the CARES Act. For nonpublic schools to access technology related services through the set-aside, each must also submit the technology plan to IDOE.

IDOE has been a state leader in its remote learning resources it continues to develop to support Indiana educators, families, and students during the COVID-19 pandemic for academic, social-emotional, behavioral, and physical needs. The 10% state set-aside will allow IDOE to further develop its resources for the field, which may include further coaching and intensive support to high-need LEAs. IDOE's remote learning website, located at <https://www.doe.in.gov/covid-19/resources>, provides evidence-based resources for remote learning, through a variety of methods, and includes specific considerations to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act such as students with disabilities, English learners, and high ability. The resources attend to the fact that many low income families do not have internet access and/or other resources to support remote learning, and therefore are designed with this in mind to ensure equitable access. Further support has been provided on an individual and partnership with other agencies to support homeless, foster, and racial/ethnic minorities.