

1. Please describe the State’s process for awarding GEER funds to LEAs, IHEs, and/or other education-related entities, including:

- a. Timeline(s) for awarding GEER funds to LEAs, IHEs, and/or other education-related entities;

The Indiana GEER fund application with rubric was published on June 22, 2020. All Indiana PreK-12 and higher education institutions are eligible to apply. Applications are due July 17, 2020, and a review team will distribute funding upon selection. If money remains following the first application round, the GEER team (Governor’s Office, IDOE, CHE, and SBOE) may consider next steps for another round of funding.

Please find the Indiana GEER application with addendum (non-public schools clarification) attached.

- b. The criteria, process and deliberations you use to determine which LEAs, IHEs, and/or other education-related agencies are:

- i. “Most significantly impacted by coronavirus;” and/or

Due to an extended period away from classroom instruction caused by COVID-19, all Indiana schools will be faced with the challenge of increased learning gaps for students. This is likely to be further exemplified in schools having minimal previous technology use and will likely cause an increased learning gap for our most at-risk students. To address these current and future challenges, this grant program will focus on the following objectives:

1. *Device Availability* – Address the urgent need for access to digital learning devices to support distance/remote learning for students in PK-12.

2. *Connectivity* – Develop comprehensive community-level and regional-level solutions to address gaps in internet connectivity for distance/remote learning.

3. *Educator Capacity* – Support partnerships between higher education and PK-12 to develop professional development and curriculum curation opportunities as educators throughout Indiana continue to build expertise in distance/remote learning.

The project narrative of the GEER application requires schools to use data and other evidence to demonstrate local need, how proposed activities will benefit students and staff, and how other funds are being leveraged and/or braided to overcome the COVID-19 challenge and long-term sustainability. Applicants submit performance metrics to ensure return on investment benefiting Indiana’s students.

This is a competitive grant process, and for applications targeting student devices and connectivity, the need for devices and connectivity counts as 20 percent of the total possible score. Accounting for an additional 32 percent of the total possible score is an equity index, which is based on data relating to unemployment, household connectivity, household computer access, percent of student population that are English Language Learners, and percent of students on free/reduced price lunch. Furthermore, an additional needs analysis narrative is a component of the scoring for all applications.

- ii. “Essential” for carrying out emergency educational service;

Please see above answer (1bi) and refer to attached application with rubric.

- c. The funding mechanisms (e.g., grants, contracts) the State will use to provide GEER funds to LEAs, IHEs, and/or other education-related entities; and **Indiana’s education agencies (IDOE, SBOE, CHE) are working closely with Indiana Office of Management and Budget to determine most efficient possible distribution of funding.**
- d. Any specific funding conditions or requirements the State will place on awards to ensure the funds are spent for specific purposes or activities.
Applicants are required to provide initial data in reference to the component to which the school is applying (i.e., device availability, connectivity, and educator capacity building). GEER money recipients are required to select performance benchmarks that will be used to measure the impact of the proposed activities. Project Performance Metrics will be assessed using available data, which can include School Technology surveys and plans, educator pre and post surveys, student/parent pre and post surveys, and other methods. Please refer to page 8 of the Indiana application document for specific information.
2. Describe the system of internal controls the State will use to ensure that GEER funds are expended for allowable purposes and in accordance with cash management principles and the Uniform Guidance. See 2 CFR §200.303.
Indiana’s education agencies (IDOE, SBOE, CHE) are working closely with Indiana Office of Management and Budget to determine the system of internal controls.
3. If GEER funds are being awarded or used for payments to SEA or IHE administrators, executives, and/or state or local teachers’ unions or associations, please describe your process for reporting the amount of funds used for this purpose, and how the funds are consistent with allowable uses of funds under section 18002(c) of the CARES Act.
N/A
4. If you intend to provide GEER funds to LEAs, please describe the process you will use to ensure that LEAs receiving GEER funds provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 11.17 of the

ESEA.

Please see the attached document called *Equitable Services for Governor's Emergency Education Response Program* to provide guidance for Indiana schools.

Indiana Governor's Emergency Education Relief Fund

Grant Overview

Background: The Governor's Emergency Education Relief (GEER) Fund, created by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), allows the Governor to provide support to local educational agencies (LEAs) and institutions of higher education (IHEs) with an application focus on developing and improving the availability of distance/remote learning techniques and technologies. Indiana received \$61.6 million in GEER funding. In collaboration with the Indiana Department of Education, the Commission for Higher Education, the Indiana State Board of Education, and the Governor's office, a needs-based, competitive grant program is being created to support the unique challenges associated with distance/remote learning including device access, internet connectivity, and educator training/development.

Program Objectives: Due to an extended period away from classroom instruction caused by COVID-19, all schools will be faced with the challenge of increased learning gaps for students. This is likely to be further exemplified in schools having minimal previous technology use and will likely cause an increased learning gap for our most at-risk students.

To address these current and future challenges, this grant program will focus on the following objectives:

1. **Device Availability** – Address the urgent need for access to digital learning devices to support distance/remote learning for students in PK-12.
2. **Connectivity** – Develop comprehensive community-level and regional-level solutions to address gaps in internet connectivity for distance/remote learning.
3. **Educator Capacity** – Support partnerships between higher education and PK-12 to develop professional development and curriculum curation opportunities as educators throughout Indiana continue to build expertise in distance/remote learning.

Program Summary: Up to \$61.6 million is available for this opportunity. Although there is no minimum or maximum funding threshold, the State expects to award dozens of grants, and applicants should be cognizant of the wide need for this funding when determining the total requested amount. The State reserves the right to partially fund some applications.

In order to achieve the program objectives, the grant includes two components:

Component 1 – Technology: Ensure device availability for PK-12 students and empower creative, community-level internet connectivity solutions. Traditional public school corporations, public charter schools, and accredited non-public schools will receive preferential access to funding for Component 1. Joint applications between these entities and/or in partnership with Indiana higher education institutions and other education-related entities are strongly encouraged.

Component 2 – Educator Training and Curriculum Curation: Provide educator training and curriculum curation options to maximize quality of virtual education delivery. Indiana higher education institutions will receive access to funding for Component 2 designed to broadly support PK-12 and higher education instructors statewide. Partnerships with traditional public school corporations, public charter schools, accredited non-public schools, and other education-related entities are strongly encouraged.

Indiana Governor's Emergency Education Relief Fund Grant Overview

Eligible Lead Applicants:

Component 1: PK-12 schools (traditional public school corporations, public charter schools, or accredited non-public schools) may apply for this funding as an individual applicant or in partnership with one or more of these entities, and/or Institutions of Higher Education (IHE) may apply for this funding in partnership with local PK-12 schools and/or a community-level initiative. An education-related entity partnering with one or more PK-12 schools is also permitted to serve as the lead applicant.

- Non-public school(s) may apply in partnership with one or more LEAs and/or non-public schools, and they may apply independently of public schools.
- If no public entity is a party to the application, then a public fiscal agent may need to be named by the applicants or IDOE to fulfill the public control of funds as required by Section 18005(b).
- We have communicated with the United States Department of Education in regards to this matter. More information may be forthcoming.

Component 2: Only Institutions of Higher Education (IHE) may apply. While the intended scope of Component 2 activities should address statewide educator training and curricular needs, IHEs are encouraged to partner with traditional public school corporations, public charter schools, and/or non-public schools to enhance the impact of the proposal.

If an Institution of Higher Education chooses to apply for both components, it should submit two separate applications.

Evaluation Criteria: Each grant proposal will be evaluated based on multiple criteria. Component 1 and Component 2 have separate criteria aligned to their specific objectives. Please review the description of the evaluation criteria and accompanying rubric for the respective component provided in Appendix C prior to completing the project narrative and submitting an application.

Indiana Governor’s Emergency Education Relief Fund

Grant Application

Complete this application and submit it along with additional required attachments by visiting WWW.DOE.IN.GOV/GRANTS/GEER no later than July 17, 2020.

Questions regarding the application may be submitted to GEER@DOE.IN.GOV.

Lead Applicant Contact Information

Organization Name:	
Name of Contact:	
Title of Contact:	
Email Address of Contact:	

Additional Partners (traditional public school corporations, public charter schools, accredited non-public schools, institutions of higher education, or other education-related entities). Additional partners may be listed as an attachment to the application.

Organization Name	Name of Contact	Email Address of Contact

Project Narrative

Within 3 pages, single spacing of 12 point font in Times New Roman or Arial, an applicant must address the following requirements in the project narrative. The 3-page limit does not include any cover pages, budget, budget narratives, letters of support, or other documents. Please label the project narrative with the naming conventions below when each component is addressed. A list of example GEER fund activities aligned to each component is provided in Appendix A.

Component 1 – Technology:

- 1.1. Use data and other evidence to demonstrate local need related to device access and internet connectivity and how it impacts distance/remote learning for students in your community.
- 1.2. Describe the proposed activities or purchases that will be funded through the grant and how they align to the device access and connectivity needs of your students/community.
- 1.3. Describe how the applicant(s) is leveraging other funds (including other CARES funds or state/federal/local funds) to address distance/remote student learning needs in response to COVID-19. Describe how GEER funds will be used to supplement the applicant’s ongoing efforts to support distance/remote learning in response to COVID-19.

Indiana Governor's Emergency Education Relief Fund

Grant Application

Component 2 – Educator Training & Curriculum Curation:

- 2.1 Use data and other evidence to demonstrate needs related to training and/or curriculum curation as educators throughout Indiana continue to build expertise in distance/remote learning. This should include evidence of the applicant's expertise in addressing these needs.
- 2.2 Describe the proposed activities or purchases that will be funded through the grant and how they align to the educator training and curriculum development needs of teachers and staff within the scope of the application.

Additional Requirements (all applicants):

- 3.1 Describe the scope of the proposed plan including the expected number of students impacted by the plan, strategic partnerships that have been developed, and the expected impact of the proposed activities beyond the grant cycle.
- 3.2 Describe how supports or services provided through the GEER fund will be strategically sustained with alternative sources of funding or phased out after completion of activities described in this application.
- 3.3 Describe the performance measures the applicant will use to monitor the impact of the proposed activities (review Appendix B for performance benchmark expectations).

Other Requirements

- 1) Budget (use the provided Excel spreadsheet)
- 2) Budget narrative: The applicant shall provide a brief (max 300 words) written description of each activity and efforts to be taken to get the most affordable price for equipment and services.
- 3) School Technology Survey (**PK-12 Component 1 Applicants Only**): All PK-12 applicants must complete the school technology survey provided below to share the current status of 1:1 device access and internet connectivity infrastructure.
- 4) Letters of support (optional): Applicants may wish to include letters of support. If funds from entities other than the applicant will serve as the match, a letter of commitment is strongly recommended.

----- Complete the Project Narrative & Budget Narrative Below -----

Indiana Governor's Emergency Education Relief Fund

Grant Application

Project Narrative

[Empty text area for Project Narrative]

**Indiana Governor's Emergency Education Relief Fund
Grant Application**

Budget Narrative	

School Technology Survey (PK-12 Component 1 applicants only)
Complete the following survey for each PK-12 school or school corporation included in the application by checking the most accurate response to each question at the time of this application's submission. THE applicants are not required to complete this survey.

School/Corporation Name	What is the current status of 1:1 device access in the school?	What percentage of your students do not have home internet access? <i>Please include evidence as an attachment to this application.</i>
	Current number of devices divided by February, 2020 ADM:	
	Current number of devices divided by February, 2020 ADM	
	Current number of devices divided by February, 2020 ADM	
	Current number of devices divided by February, 2020 ADM	
	Current number of devices divided by February, 2020 ADM	
	Current number of devices divided by February, 2020 ADM	

APPENDIX A: Example GEER Fund Activities

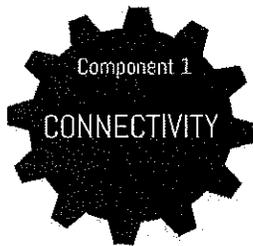
Suggested Governor's Emergency Education Relief (GEER) Fund Uses

The list of suggestions below is not exhaustive. All GEER Fund applications are subject to final selection and approval through the GEER application process and must adhere to all applicable local, state, and federal law.

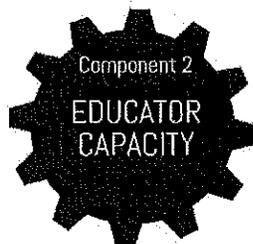
- The GEER Fund is targeted for PK-12 schools and Higher Education to ensure improved readiness for future remote learning needs.
- Funding goals should focus on improving remote learning access and quality for Indiana students through:
 - Ensuring device availability for at-risk student populations,
 - Empowering creative, community-level internet connectivity solutions, and
 - Providing educator training and curriculum curation options to maximize quality of virtual education delivery.
- Funds may be awarded to applicants justifying the most significant need due to local impacts of COVID-19; priority will be given to applicants demonstrating quality, goal-oriented plans, providing data-driven evidence, and targeting critical inequities.
- Fiscal rules of EDGAR and OMB apply as any other federal fund.



- Provide take-home devices such as laptops, Chromebooks, iPads, etc., to students and staff for 1:1 access
- Provide necessary accessories to devices such as chargers, cases, headphones, keyboards, microphones/headsets, external webcams, portable power banks, etc.
- Provide accessibility hardware and software for students with disabilities and English Learners such as tracking tools, magnification devices, audio aids, color overlays, etc.
- Consider sustainability options for device refresh, refurbish, and repair rather than one-time purchases



- Provide off-campus access to reliable high-speed internet for students and staff through the purchase of internet-connected devices and equipment, mobile hot spots, wireless service plans, installation of community WiFi networks, etc.
- Provide virtual meeting platforms such as Cisco Webex, Google Meet, MS Teams, Zoom, etc.
- Provide VPN and filtering services for security and student safety
- Consider forming partnerships with local broadband carriers and internet service providers for innovative county-level and regional solutions
- Target and prioritize access for under-resourced communities
- Provide timely technical support and assistance to students and staff experiencing connectivity issues



- Provide professional development, mentoring, and coaching for educators on best practices and effective strategies to deliver remote and digital instruction and ensure improved student outcomes during virtual learning
- Curate high-quality curriculum for digital P-20 instruction; course content may include general education subject areas, career and technical education, social and emotional supports, and remediation tools
- Provide capacity-building training modules and materials for parents, families, and students on virtual learning; compile virtual learning resources for public use, targeting current gaps and streamlining information for inclusive compatibility
- Provide tools for administrators regarding how to navigate pandemic and post-pandemic educational decisions
- Provide virtual learning content for teacher preparation programs and ongoing teacher training such as eLearning credentials or online teaching endorsements as applicable
- Provide targeted student support such as hiring college students, including teacher preparation program students, or recent graduates to tutor targeted PK-12 students to overcome projected learning gaps or developing virtual field experiences such as project-based and work-based learning

APPENDIX B: Performance Benchmarks

Each applicant must select performance benchmarks that will be used to measure the impact of the proposed activities. Project Performance Metrics should be assessed using available data, which can include School Technology surveys and plans, educator pre and post surveys, student/parent pre and post surveys, and other methods. The following tables provide sample performance benchmarks that may be used to monitor the impact of proposed activities.

Component 1 - Technology: Each applicant must select **at least one** Project Performance Metric per relevant objective below and describe how progress will be measured toward each metric in the project narrative. Within the Technology Component, applications may seek funding for Objective 1, Objective 2, or both. Applicants may select from the list of performance metrics below, or include locally developed metrics and data collection/reporting procedures aligned to the activities described in the project narrative. Locally developed metrics should include a description of how they align to the activities and will be evaluated as a factor of the project narrative rubric for rigor and alignment to the activities described in the project narrative.

Project Performance Metrics
Objective 1: Device Availability – Address the urgent need for access to digital learning devices to support distance/remote learning for students in PK-12
1.1. Increase in percentage of students who have access to a device at home
1.2. Decrease gaps in at-home device access between student populations
Objective 2: Connectivity – Develop comprehensive community-level and regional-level solutions to address gaps in internet connectivity for distance/remote learning.
2.1. Percent of students served by this project with access to reliable internet connectivity at home.
2.2. Percent of educators and/or parents/students satisfied with connectivity

Component 2 - Educator Training & Curriculum Curation: Each applicant must select **at least one** Project Performance Metrics and describe how it will measure progress toward each metric in the project narrative. Applicants may select from the list of performance metrics below, or include locally developed metrics and data collection/reporting procedures aligned to the activities described in the project narrative. Locally developed metrics should have a description of how they align to the activities and will be evaluated as a factor of the project narrative rubric for rigor and alignment to the activities described in the project narrative.

Project Performance Metrics
Objective 3: Educator Capacity – Develop professional development and curriculum curation opportunities as educators throughout Indiana continue to build expertise in distance/remote learning.
3.1. Number of educators taking grant-funded professional development on virtual learning
3.2. Number of educators receiving credentials in virtual learning from grant-funded activities
3.3. Value, as defined through the <u>Kirkpatrick Model</u> (reaction, learning, behavior, results) of educators taking grant-funded professional development

Appendix C: Evaluation Rubric

Each grant proposal will be evaluated based on multiple criteria. Component 1 and Component 2 have separate criteria aligned to their specific objectives. Details of the evaluation criteria for each component are included below.

Component 1 - Technology:

Each Component 1 application will be evaluated based on a three-part criteria that includes an evaluation of proposed activities, an equity index score (PK-12), and data from the School Technology Survey (see pg. 6).

Project Narrative: The project narrative rubric evaluates the alignment of proposed activities to the program objectives and performance measures, the scope of the project relative to the total funding request, the leveraging of other funding sources and existence of strategic partnerships that contribute to the impact of the proposed activities, and demonstrated need for additional funding beyond what was received through other CARES Act programs. Proposed activities will also be reviewed for sustainability purposes in order to minimize long-term costs beyond the scope of the award that will result in the need for additional funding or a sudden loss of necessary supports. The complete rubric is included on page 10.

PK-12 Equity Index: In an effort to direct funding to those regions most significantly impacted by COVID-19, an equity index was developed to determine an objective measure of community need. The index is meant to evaluate the impact of COVID-19 on a community in relation to the objectives of this program. The index includes county level data on unemployment (DWD) and device access and connectivity (US Census), as well as school level enrollment data for free/reduced price meals and English language learners. More information on the equity index can be found in Appendix D.

Integrated Student Technology & Infrastructure: The grant will also take into account data collected through the School Technology Survey on device access and connectivity at the PK-12 school corporation level. These data will be used as an objective measure of demand throughout the state. With limited available funding, the goal of the program is to direct funds toward high quality plans that close the gap of connectivity and help to ensure every student has an opportunity to participate in distance/remote learning. More information on the Integrated Student Technology & Infrastructure rating can be found in Appendix E.

Component 2 – Educator Training and Curriculum Curation:

Each Component 2 application will be evaluated based on a two-part criteria that includes an evaluation of proposed activities and the proposed budget.

Project Narrative: Applications will receive a score based on a four-point rubric that evaluates the alignment of proposed activities to the program objectives and performance measures, the scope of the project relative to the total funding request, and the existence of strategic partnerships that contribute to the impact of the proposed activities. The complete rubric is provided below.

Both Component 1 & Component 2:

Budget: Applications will receive a score based on how the proposed budget aligns to the proposed activities in the project narrative and how it demonstrates a strategic use of funds to maximize the scope and impact of the project.

**GEER Evaluation Rubric
Component 1 - Technology**

Applicant Name					
Equity Index	PK-12 Equity Index (State use only)	Total Points = 16			
	Project Narrative				
	1.1 Needs Analysis Demonstrate local needs related to device access and connectivity using data and other evidence.	0 points: Limited explanation of needs. No data or evidence are provided to demonstrate need	2 points: Explanation identifies general needs. Data provided are minimal and do not demonstrate significant need or fails to justify the identified needs	3 points: Explanation identifies specific needs. Data provided are general, either limited in scope or do not directly align the identified needs	4 points: Explanation describes specific needs. Multiple data points are provided that directly align to the identified needs.
	1.2 Proposed Activities The Applicant provided concrete activities and extensive detail aligning the activities to the demonstrated needs.	0 points: Explanation of activities is unclear and/or does not align with demonstrated needs or the objective of the grant	1 point: Explanation is minimal and/or is not directly linked to specific needs	2 points: Explanation clearly defines proposed activities that align with the grant objectives. Activities align with need, but explanation is general	3 points: Explanation clearly defines proposed activities that align with the grant objective and are tailored strategically to the unique needs of the community
	1.3 Matching Funds The Applicant describes how this project expands upon prior work, leverages other funds, and is not a replacement for previous funds received for the same purpose.	0 points: No explanation is provided for how the proposal builds upon other funds.	1 point: Explanation of the use of other funds is minimal and/or does not demonstrate the need for additional funds to address distance learning needs	2 points: Explanation clearly defines other funds used in response to COVID-19 and how GEER funds will supplement those efforts.	3 points: Explanation demonstrates a strategic use of other funds in response to COVID-19 and strategically limits proposed expenditures under GEER to those activities that address remaining needs
	3.1 Project Scope & Collaborative Structure Demonstrates strategic partnerships to maximize impact of the proposal.	0 points: No explanation of scope or strategic partnerships is provided	1 point: Explanation is minimal and/or partnerships included do not strategically enhance the impact or scope of the proposal	2 points: Explanation clearly defines the scope of the project and includes partners to enhance impact	3 points: Explanation is thorough and demonstrates strategic partnerships that enhance the scope AND impact of the proposal
	3.2 Sustainability The Applicant describes how supports and/or services provided through this grant will be strategically sustained with alt. funding or phased out after completion.	0 points: No explanation is provided for how the proposed activities will be sustained or phased out.	1 point: Explanation is unclear or commits to using funding sources that are speculative (other competitive grants, referenda, etc.).	2 points: Explanation clearly defines how activities will be sustained or strategically phased out.	3 points: Explanation describes a comprehensive approach to sustaining the activities proposed in the grant that demonstrates lasting impact beyond the grant cycle.
	3.3 Performance Benchmarks The Applicant describes a plan to measure, collect, and report data necessary to fulfill the project objectives and performance measures	1 point: No explanation is provided for performance benchmarks.	2 points: Identifies performance benchmarks but they are either not aligned to the proposed activities and/or it is unclear how they will be measured.	3 points: Explanation clearly defines performance benchmarks aligned to the activities and how they will be measured.	4 points: Explanation clearly defines performance benchmarks aligned to the activities and how they will be measured with a commitment to monitoring impact throughout/beyond the grant cycle.
Integrated Student Tech & Infrastructure	Integrated Student Technology and Infrastructure (State use only)	Total Points = 10			
Budget	Budget & Budget Narrative The proposed budget reflects a strategic approach to funding proposed activities to maximize the scope and impact of the proposal.	1 point: No Budget is provided.	2 points: Budget provided is minimally and/or doesn't align to proposed activities in the project narrative.	3 points: Budget reflects expenditures that align to proposed activities in the project narrative. Budget narrative describes activities generally.	4 points: Budget is thorough and aligns to proposed expenditures in the project narrative and is reasonable for the proposed scope. The Budget narrative describes strategic use of funds and justifies the overall amount relative to the scope of the project.
Total (50 pts possible)					

GEER Evaluation Rubric
Component 2 – Educator Training & Curricular Development

Applicant Name					
Project Narrative	<p>2.1 Needs Analysis</p> <p>Use data and other evidence to demonstrate understanding of needs related to training and/or curriculum curation as educators throughout Indiana continue to build expertise in distance/remote learning. This should include evidence of the applicant's expertise in addressing these needs.</p>	<p>0 points: Limited explanation of needs. No data or evidence are provided to demonstrate need</p>	<p>2 points: Explanation identifies general needs. Data provided are minimal and do not demonstrate significant need or fails to justify the identified needs</p>	<p>3 points: Explanation identifies specific needs. Data provided are general, either limited in scope or do not directly align the identified needs</p>	<p>4 points: Explanation describes specific needs. Data provided reflect a statewide analysis to reflect the scope of the project and directly aligns to the identified needs.</p>
	<p>2.2 Proposed Activities</p> <p>Describe the proposed activities or purchases that will be funded through the grant and how they align to the educator training and curriculum development needs of teachers and staff within the scope of the application.</p>	<p>0 points: Explanation of activities is unclear and/or does not align with demonstrated needs or the objective of the grant</p>	<p>2 points: Explanation is minimal and/or is not directly linked to specific needs</p>	<p>3 points: Explanation defines proposed activities that align with the grant objectives, but explanation is general.</p>	<p>4 points: Explanation clearly defines proposed activities that align with the grant objective and are tailored strategically to the unique needs of the state.</p>
	<p>3.1 Project Scope & Collaborative Structure</p> <p>Demonstrates strategic partnerships to maximize impact of the proposal.</p>	<p>0 points: No explanation of scope or strategic partnerships is provided</p>	<p>2 points: Explanation is minimal and/or partnerships included do not strategically enhance the impact or scope of the proposal</p>	<p>3 points: Explanation clearly defines the scope of the project and includes partners to enhance impact</p>	<p>4 points: Explanation is thorough and demonstrates strategic partnerships that enhance the scope AND impact of the proposal</p>
	<p>3.2 Sustainability</p> <p>The Applicant describes how supports and/or services provided through this grant will be strategically sustained with alt. funding or phased out after completion.</p>	<p>0 points: No explanation is provided for how the proposed activities will be sustained or phased out.</p>	<p>2 points: Explanation is unclear or commits to using funding sources that are speculative (other competitive grants, referenda, etc.).</p>	<p>3 points: Explanation clearly defines how activities will be sustained or strategically phased out.</p>	<p>4 points: Explanation describes a comprehensive approach to sustaining the activities proposed in the grant that demonstrates lasting impact beyond the grant cycle.</p>
	<p>3.3 Performance Benchmarks</p> <p>The Applicant describes a plan to measure, collect, and report data necessary to fulfill the project objectives and performance measures</p>	<p>1 point: No explanation is provided for performance benchmarks.</p>	<p>2 points: Identifies performance benchmarks but they are either not aligned to the proposed activities and/or it is unclear how they will be measured.</p>	<p>3 points: Explanation clearly defines performance benchmarks aligned to the activities and how they will be measured.</p>	<p>4 points: Explanation clearly defines performance benchmarks aligned to the activities and how they will be measured with a commitment to monitoring impact throughout/beyond the grant cycle.</p>
Budget	<p>Budget</p> <p>The proposed budget reflects a strategic approach to funding proposed activities to maximize the scope and impact of the proposal.</p>	<p>0 points: No budget is provided.</p>	<p>2 points: Budget provided is minimally and/or doesn't align to proposed activities in the project narrative.</p>	<p>3 points: Budget provided reflects expenditures that align to proposed activities in the project narrative.</p>	<p>4 points: Budget is thorough and aligns to proposed expenditures in the project narrative and reflects strategic use of funds that aligns with the scope of the project.</p>
Total (24 pts possible)					

Appendix D: Equity Index (Component 1)

The Governor’s Emergency Education Relief Fund (GEER Fund), created by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), allows the Governor to provide support to local educational agencies (LEAs) and institutions of higher education (IHEs) with a focus on developing and improving the availability of distance/remote learning techniques and technologies. While the CARES Act provides wide discretion to state Governors to design a program that addresses their unique needs, it does require each state to direct funds toward those entities that have been “most significantly impacted by coronavirus.” In order to accomplish this goal, Indiana has developed an equity index to objectively evaluate need-based key indicators meant to measure the impact of COVID-19. A score will be calculated for each traditional public school corporation, public charter school, and/or accredited non-public school included in the application.

Equity Index Indicators:

- a. Unemployment by County (% change from April 2019 to April 2020) - Indiana Department of Workforce Development (up to 3 points)
This indicator is meant to capture the economic impact of COVID-19 in regions throughout the state. While multiple factors may impact employment, the index attempts to more accurately capture the economic impact of COVID-19 by looking at the change in unemployment rate compared to the previous year.
- b. Household Connectivity – US Census 2018 ACS 5-Year Estimates (up to 3 points)
The main objective of the GEER fund is to address barriers to remote/distance learning for students. Using county-level connectivity data from the US Census provides a valid measure of household internet access to help direct funds towards those communities with the greatest barriers to remote/distance learning.
- c. Household Access to a Computer – US Census 2018 ACS 5-Year Estimates (up to 3 points)
The main objective of the GEER fund is to address barriers to remote/distance learning for students. Using county-level data on computers in the household from the US Census provides a measure of device access to help direct funds towards those communities with the greatest barriers to remote/distance learning.
- d. % ELL Students Enrollment – IDOE Enrollment Data (up to 2 points)
While school closures as a result of COVID-19 have impacted students across Indiana, students for whom English is a second language face additional hurdles successfully transitioning to distance/remote learning. Including this indicator will help increase the amount of resources directed towards students with the greatest need.
- e. % Free/Reduced Priced Lunch – IDOE Enrollment Data (up to 5 points)
Data show that low-income families are disproportionately impacted by COVID-19. From job security to access to quality healthcare, low-income families in Indiana are disproportionately impacted by school closures and stay-at-home orders.

For applications that include partnerships with multiple traditional public school corporations, public charter schools, and/or accredited non-public schools, the overall index for each entity will be weighted based on total student enrollment to determine a final score. A complete summary of the equity index for each traditional public school, public charter school, and accredited non-public school can be found below.

Appendix E: Integrated Student Technology & Infrastructure (Component 1)

The Governor's Emergency Education Relief Fund (GEER Fund), created by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), allows the Governor to provide support to local educational agencies (LEAs) and institutions of higher education (IHEs) with a focus on developing and improving the availability of distance/remote learning techniques and technologies. While the CARES Act provides wide discretion to state Governors to design a program that addresses their unique needs, it does require each state to direct funds toward those entities that have been "most significantly impacted by coronavirus." In order to accomplish this goal, Indiana is using data collected through a School Technology Survey included with this application. The evaluation rubric for Component 1 includes data from the School Technology Survey submitted by each PK-12 applicant. Points will be awarded so that the greater the need, the more points are assigned.

Tech Plan Survey Data: Data from the School Technology Survey will be used to determine the overall rating for Integrated Student Technology & Infrastructure. If an applicant is applying for only one objective, the total points for that objective will be doubled while no points will be counted for the other objective's score. Whether applying for one objective or both, 10 points will be the maximum.

Objective 1: Device Availability (up to 5 points)

1:1 Program: A score will be given based on the need for more devices available for students.

Objective 2: Internet Connectivity Infrastructure (up to 5 points)

Student Internet Connectivity Access: A score will be given based on the degree of need for improvement in student internet connectivity at home.

For applications that include partnerships with multiple traditional public school corporations, public charter schools, and/or accredited non-public schools, the overall rating for each entity will be weighted based on total student enrollment to determine a final score.

Equitable Services for Governor's Emergency Education Response Program

The following guidance clarifies expectations for equitable services for the GEER program, established by the federal CARES Act.

The CARES Act (Section 18005) requires an LEA receiving a subgrant under the GEER program to provide equitable services to students and teachers in nonpublic schools located in the Local Education Agency in the same manner as provided under Section 1117 of the ESEA¹, as determined in consultation with representatives of non-public schools.

Local Education Agencies must reach out to each eligible non-public school within their boundaries prior to submitting an application for GEER funds. This initial consultation is meant to determine each non-public school's interest in participating in the corporation's application. Non-public schools should be provided the following three options:

1. Agree to participate, and equitable services are included in the lead applicant's proposal
2. Agree to participate, but the equitable services needs differ from the lead applicant and a separate budget is included for the non-public school(s)²
3. Decline to participate or Intend to submit an application separate from the corporation

The Indiana Department of Education has developed an equitable services form³ that includes these options that can be used to solicit responses from each eligible non-public school.

Non-public schools interested in the GEER program may submit an application independent from the LEA in which they are located or opt to receive funds through equitable services if the LEA in which they are located is awarded funds. It is important to note that no applicant is guaranteed to be awarded funds and that not all LEAs will submit an application.⁴

If a non-public school applies individually or in partnership solely with other non-public schools a public fiscal agent must be identified to administer the funds. All schools included in the application will

¹ Per USED interpretation, the equitable services for GEER will be calculated upon total enrollment figures of the participating private schools within the geographic boundaries of the LEA

² Only the project narrative submitted by the LEA will be evaluated in these circumstances. The budgeted activities submitted by non-public schools participating through equitable services must align to the objectives of Component 1 of the GEER program application and will not impact the overall rating of the application.

³ Form can be found at www.doe.in.gov/grants/geer

⁴ All LEAs will be required to submit evidence of consultation with non-public schools within their boundaries to accompany any GEER program application.

also be ineligible to receive funding through equitable services should the LEA in which they are located be awarded funds.

Questions regarding equitable services or the GEER program in general may be sent to GEER@doe.in.gov.