2016-2017 ESEA/NCLB
Application Instructions
(Revised August 2016)

Contents

Minimum Software and Browser Requirements:

Internet Access
An Internet connection is required to access the Grants Management System (GMS). A high-speed connection is recommended, but is not required.

Operating Systems
- PC Users: Microsoft® Windows XP or higher
- Macintosh Users: Mac OSX v10.4 (Tiger) or higher

There is no minimum requirement for computer processor/speed. No software beyond a browser is required to use the system. Some reports may be delivered as PDF documents. To open and save PDF documents, you must install a free copy of Adobe Reader. To download: http://get.adobe.com/reader/

Browsers
- Microsoft® Internet Explorer 7.0 and higher
  To download: http//www.microsoft.com/windows/internet-explorer/worldwide-sites.aspx

- Mozilla Firefox 1.5 or higher
  To download: http://www.mozilla.com/en-US/firefox/

The GMS may function properly with other browsers such as Safari and Chrome. However, such browsers are not certified for use with the GMS.

Pop-up Blocker
The Review Checklist documents within the GMS open in a second window. Turn off the pop-up blocker in your browser to allow these documents to open. Some computers may have multiple pop-up blockers installed. All pop up blockers will need to be set to allow the pop-up window in order to view the checklist.

Resolution
The GMS is best viewed in 1024 X 768 or higher resolution.

Overview of the Grants Management System

System Rules:
- A check in a box means "yes", a blank box means "no".
- SAVE: Use the Save Page button at the end of each page. Whenever a page is SAVED, the system brings the user back to the top of that page. If something needs to be changed on that page, an error message will appear in red at the top of the page.
- **DO NOT use the "BACK" button** on the browser to move among the tabs. Click on the next tab or use the pull-down menu of applications.
- **Selecting another Tab without clicking Save Page (and resolving any errors) will result in loss of the data entered. The system allows users to move among tabs and programs without having to SAVE the information entered on one page. This is why it is so important to SAVE what has been entered.** Data that has been SAVED can be changed at any time **until** the application is submitted.

Page Design:
- At the top of each page is the name of applicant and a unique number assigned to each applicant. The first two digits are the ESU area, followed by–county, district, and if applicable building numbers.

- A pull-down menu on the right hand side contains all grant programs included in the application.
- Beneath the pull-down menu is an option to print a page without the graphics (Printer Friendly). If you desire to print a web page within the GMS, it is recommended to first click the Printer Friendly link, and then use your browsers File → Print option.
- A link (identified by the underline) to instructions for that page is also on the top right hand side of most pages.
- Across the screen is a TAB strip designed to look like the tabs from a file folder. Depending on which program you are in, the number and names of tabs will vary. Each tab represents a different web page that should be reviewed and completed by the applicant. Some pages, like Overview, are strictly informational, and require no data entry.

Assistance to Applicants:

- A ***"Contact Us"*** link at the bottom of each application page provides a list of program staff, financial services staff, data center staff and the helpdesk email and phone numbers. **If program questions or technical problems arise, use this link to determine whom to contact.**
- Links to the No Child Left Behind legislation and NDE homepages for NCLB programs are provided for additional information and guidance.

Security:

The grants management system has several security features. It has been designed to assure that there is only one authorized representative to submit the application per district or ESU. The authorized representative can approve staff requests to complete parts of the application. However, only the authorized representative can agree to the assurances and submit the application to NDE.

History:

The grants management system will record the activity for each application. This includes the date submitted and who submitted it, the approval date, amendment dates, etc. The system will keep applications from year to year and all previous actions (applications and amendments) will be available for review.

Built-in Validations and Accuracy:

The system has several ways to ensure that when an application is submitted, it is as accurate and complete as possible. For example, an **error message will appear in red at the top of the page** if a number is entered when a word is required. Validation errors must be corrected before the data can be saved. When the correct entry is made, the error message disappears and the data is saved. The Title I Targeting pages have special validation messages which allow the data to be saved, but requires an explanation in the text box at the end of Step 4.

The last step in the process of completing the Application is on a tab ***labeled "Submit"***. Prior to the authorized representative clicking the ***"Submit"*** button, the system requires a ***"Consistency Check"*** to be successfully performed. The consistency check examines the entire application, as opposed to a single web page of the application. Example: If any page contains required responses that were skipped or if any available funds were not budgeted, an error message is displayed. The "Submit to NDE" button is only available to the authorized representative after the consistency check has successfully passed. Further, when the consistency check does pass, the application is ***"Locked"***. This prevents modifications to the application that could nullify the consistency check. If the applicant desires to change the application after a successful consistency check (but before submission), they must click the ***"Unlock"*** button, also located on the Submit page. By unlocking the application at this time, the record of a successful consistency check is erased, necessitating the consistency check being run again prior to submission.

This is a consolidated application for all ESEA/NCLB funds a district or consortia has received. It cannot be submitted until all components are completed and the consistency check is run. Example: the Title I pages of the NCLB Consolidated application cannot be submitted separately.

The *"Amendment Description"* page is designed for districts to describe what revisions were made to the original application in an amendment by checking YES. Please use this page as it provides program staff, who are reviewing your application, information about the programs and pages that were revised.

Communication:

The system will automatically send email messages to the authorized representative and others, whenever there is an approval of an application and/or payment request is returned for changes. The system will notify the appropriate staff person in the Department when an application or amendment has been submitted. The messages will be sent to the email address as provided by the agency.

Lock Application:

During the time the applicant is completing an application, the application can be placed in a ***"lock"*** status. This means that information cannot be added or changed while in lock status. Only the user who placed the application in lock status or the authorized representative for that agency can ***"unlock"*** the application. After successfully running the ***"Consistency Check"***, the application will be locked. Upon clicking the ***"Submit to NDE"*** button, the application is locked and no changes can be made.

NDE Review and Approval of Applications:

Each Application will be reviewed and approved by one of the Program staff. Each applicant will have one person to contact with questions regarding the application for all of the programs included in the application. Final approval of applications will be given by a Leadership Council member.

When an application is being reviewed for approval, the reviewer will use the Review Checklist. This Checklist is available to all applicants as a reference during the process of completing their application. Any applicable item on the checklist that is not acceptable will cause the application to be returned to the district or ESU for changes. The Checklist will identify the needed changes and contain the comments of the reviewer as to what is needed. The Checklist is accessible by clicking the ***"Review Checklist"*** button on the Application Select page. The Checklist will open in a separate window. There is a separate Checklist for each program. To view the, Checklist, you must allow pop-ups for the page to display. This enables the NDE reviewers to easily toggle between the application being reviewed and the Review Checklist that must be completed before approving an application. During the review and approval process, the Department staff will not be able to change anything on the application.

When the application has received final approval, the system will notify the authorized representative. A Grant Award Notification (GAN) for each approved grant in the Application is available on the green Status Bar as a .pdf file (***"View GAN"***).

Consortia or Cooperative Projects:

Any agency that serves as the fiscal agent for a consortium or cooperative project must submit an application. Some ESUs will have consortia for more than one program within a single application. The application pages must be completed jointly even if program specific pages will be completed by different consortium directors. Since a consortium includes many districts, the goals will need to reflect overall program goals and needs rather than any one district's goals and needs. Within NCLB, Title I cooperative projects have additional instructions for the Targeting pages.

The system will contain the allocations from all member districts as submitted by the ESU's in the spring. The consortium directors will need to do a final verification of the member districts to ensure accuracy. These multi-district agreements were loaded in the GMS per data submitted by the ESUs in the spring. A list of member districts is found by clicking on the ***"Green ESU number in the Administrative Agent row"*** link in the middle section of the Allocations page. Please report errors immediately to the Department by contacting Michelle Michl at michelle.michl@nebraska.gov or Cathy Von Kaenel at cathy.vonkaenel@nebraska.gov.

Types of Users:

District Administrator **(Dist Admin)** – this role allows access for data entry, ability to sign the assurances and submit the application and future amendments; access the request for reimbursement in the payment portion of the GMS and submit claims. **NOTE: THE DISTRICT ADMINISTRATOR IS THE ONLY ROLE THAT HAS THE *"SUBMIT TO NDE"* BUTTON ON THE APPLICATION.**

Data Entry **–** this role allows access for data entry to the application and the request for reimbursement in the payment portion of the GMS. It **does not allow for submitting to NDE.**

Bookkeeper **–** this role allows "data entry" rights to the application and data entry access to the payment portion of the GMS, and the ability to submit a request for reimbursement **NOTE: THE BOOKKEEPER ROLE HAS THE *"SUBMIT TO NDE"* BUTTON FOR SUBMITTING REIMBURSEMENT REQUESTS AND FINAL REPORTS ONLY.**

View Only **–** this role allows view only rights to the application pages and payment portion of the GMS.

EACH USER SHOULD LOG IN WITH HER/HIS OWN PASSWORD.

Getting Started

After logging into the GMS system, which is a single sign on using your current email address, the applicant will select a GMS application from the Access Select page. NCLB Consolidated Application is one of the options. Selecting the NCLB Consolidated Application opens the application pages within the grants management system (GMS).

Access/Select

The first step is selecting the application. The system is designed to maintain a history of applications and amendments through the years. To start a new application, select ***"Create Application"***. The button actions that are not valid will not be enabled and will appear fuzzy on the screen since they are disabled. For example, an amendment cannot be created until after an application has been approved. Therefore, selecting an application whose status is ***"Submitted for Review",*** results in the "Create Amendment" button still being disabled.

Organization Select
If an administrator is responsible for more than one district, the "Organization Select" screen appears first. This screen allows the administrator to choose from all of their approved districts.

NCLB Consolidated Application:

The NCLB Consolidated section of the application **must** be completed first and appears on the screen when the application is first opened. The set of tabs for the NCLB Consolidated Application are reviewed below.

TAB: Overview

The overview provides the background information for the consolidated application and all of the programs included. The NCLB Consolidated Application is built around the goals identified for the Comprehensive State Plan for School Improvement. It is designed to encourage applicants to collaboratively examine district needs, goals, and resources and use the Federal funds available through NCLB to assist existing efforts and activities in support of school improvement. There is no action needed on this page.

TAB: Allocations

This page lists the district's allocations for the available NCLB programs in the Consolidated Application. If a consortium or cooperative, the allocations line indicates the total amount of funds assigned by member districts.

Down the left hand column are variables that can affect the allocation. These include reallocated funds, carryover amounts (not included until after the previous year's program is closed-out), and a record of released funds, if any. When carryover funds are available, an amendment will be necessary to add them to the application's budget.

If a district has assigned funds to a consortium or cooperative project, that information is indicated in the next set of lines. The funds assigned are subtracted from the allocation in the top line and a new set of "available amounts" is presented. **Consortia and cooperative projects should check immediately to see if the member districts assigned match what is expected. Missing information or incorrect information must be reported immediately to Michelle Michl at michelle.michl@nebraska.gov or Cathy Von Kaenel at cathy.vonkaenel@nebraska.gov**

The amount of available funds will not be accurate if member districts are not correct.

The third set of lines on the Allocations page is where districts use the flexibility options of NCLB to either assign funds to another program under Section 6123 or apply to use the funds from one eligible program for the purposes of another program (REAP-FLEX).

Since there are rules regarding the amount of funds a district can transfer under Section 6123 (50% unless the district is identified as being in school improvement under Title I when the limit is 30%), the system will not allow a district to assign more than they are allowed.

All districts eligible for the Small Rural Schools Achievement (SRSA) Program under REAP-FLEX have been identified in the system. If a district is not eligible for REAP, they will not be able to designate the use of funds for the purposes of another program under REAP-FLEX.

The net impact of using these options is reflected in the "Total Available" cell on the Budget Detail page for each NCLB program. Example: A district indicates that the Title II-A funds will be used under REAP-FLEX to support Title I. The Total Available on the Title I Budget

Detail page will include the funds from both Title II-A and Title I. ESUs and other consortia are not allowed to use either the Section 6123 or REAP-FLEX options.

Districts cannot transfer funds out of and into the same program. For example, if funds from Title II-A are transferred to Title I it is not allowable to then transfer funds from another program into Title II-A.

TAB: Contact Information

This page asks for contact information for staff that will be completing the various components of the application. **The authorized representative (THIS MUST BE THE SUPERINTENDENT or APPROVED DESIGNEE) section is required.** This page also asks for the name of the Homeless Liaison for each district as this is a requirement of NCLB. For Nebraska, it is assumed the Homeless liaison is the Superintendent (authorized representative) unless someone else is designated for those responsibilities. Complete section for additional persons wanting to receive e-mail notifications.

TAB: Goals and Needs

This is the "heart" and most critical part of the consolidated application. The NCLB Consolidated Application is designed to ensure that NCLB funds support activities tied to goals and identified needs and are, as much as possible, integrated into district improvement efforts. Please read through this entire section of the instructions before beginning to complete this part of the application. It is important to understand how the information entered here will be used throughout the application.

Clicking "***Goals and Needs"*** opens up *five tabs*:

1. Student Academic Needs
2. Professional Development
    - This goal must be checked and funded for Title III recipients.
3. Student Populations
4. Nonpublic Schools
5. Improvement Plans

These address the State Goals from the Comprehensive State Plan for School Improvement; the populations targeted by NCLB programs and, as applicable, the Nonpublic School participation. The goals from the Comprehensive State Plan are:

- All students will perform to a high level of achievement,
- All students will be taught by quality staff, and
- All students will learn in a safe, supportive learning environment.

All NCLB programs require that funds be used to support identified needs. It is not necessary or even desirable for a district or ESU to conduct additional needs assessments. This information should be taken from existing identified needs such as those developed for a school or district improvement process, assessment results, curriculum studies, technology plans, etc.

After the needs have been identified, the system asks for a goal or goals to address those needs. The goal can be one the district or school has already developed through the school improvement process or it can be specifically developed for this application. The goal must address the identified needs from the needs assessment. Funding to support each identified goal may come from one of the federal programs in the NCLB grant, or from other local or state sources. Any goal identified as being funded via federal funds will reappear on the ***"Budget Detail"*** page for each NCLB program checked at the bottom of each goal page. If not funding the goal with funds from this application, then mark the box in front of Not

Applicable. All NCLB funds must be budgeted in support of one or more of the goals. Once funds have been budgeted on the Budget Detail page in support of a particular goal, the checkbox on the Goals and Needs page that caused this Goal to be copied to the Budget Detail page cannot be unchecked. In order to unselect such a checkbox, the user must first delete all rows on the Budget Detail page for that program and save. Once these budget details are deleted, then the checkbox can be unchecked.

NOTE: *Before budgeting Federal Funds for conferences or meetings, keep in mind that the conference or meeting must be **necessary** to achieve the objectives of the grant and costs must be **reasonable** in comparison to prices typically charged for the services. Grantees should first consider whether there are alternatives, such as webinars or video conferences that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. The number of attendees should be limited to those whose attendance is truly **"reasonable and necessary"** and the grantee should even consider whether personnel need to attend the entire conference.*

*Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is **necessary** to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.*

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the costs would be permissible, it is likely that those circumstances would be rare. Grantees, therefore, will have to make a compelling case that there are unique circumstances that would justify that these costs are reasonable and necessary.

Goals need not be measurable since the effectiveness of all NCLB programs is now ultimately measured against the progress of students' performance on meeting the State content and academic achievement standards.

1) **ALL districts should complete items numbered 1 and 2 of the Student Populations page.** Each district is to have in place a plan for identifying Homeless students and a way of providing assistance to them—even if you do not currently have any student(s) considered "Homeless."

2) Complete item number 3 if you have a Homeless shelter within the boundaries of your school district. If a Homeless shelter is located in your district, funds must be set-aside in Title I Targeting Step 4 and broken out by object code on the budget detail page.

Under each goal or text response, there is a list of the NCLB programs included in the Consolidated Application. If funds from a program will be used to support the goal or identified needs, the box must be checked. **Since not all districts or ESUs will have allocations from all of the NCLB programs, it is important to only check the boxes for the programs and allocations available to the agency.**

Each goal that is listed on the Budget Detail page must have a budget. If federal funds from the NCLB grant will not be used to support the listed goal, you will need to return to the Goals and Needs pages and uncheck the program that will not financially support the goal.

Example: A Title I program might use their funds to support academic needs through a supplemental reading program; staff needs through professional development, student populations through serving students in residential agencies or Homeless shelters in their district and also provide services for eligible students in nonpublic schools. This district would need to complete responses, including the goals, under four of the five TABS and indicate that Title I funds would be used for each. The Title I Budget Detail page in this example will display 4 budget tables (one for each goal). Title I funds must be budgeted in each table.

Under the Professional Development tab you are required to describe your district's needs relative to the goal that all teachers providing instruction in the core academic areas meet state certification requirements, Appropriate strategies include, but are not limited to; providing access to professional development opportunities in the content area, use of NCLB funds (typically Title I or Title II-A) to support professional development in the content area, or providing funds for college courses.

Many NCLB programs target funds for specific populations. NCLB requires coordination of services for these populations within the district. **The response in the textbox should not identify the services to be provided but how the services will be coordinated.**

All districts are required to have a plan in place for identifying Homeless students and a way of providing assistance to them even if they do not currently have any student(s) considered Homeless. A count of the Homeless school-age children and youth is required of every district under Title X of NCLB. The definition of Homeless is provided on the **Student Populations** page. Districts with Title I programs are required to consult with any agencies providing shelters for Homeless children and youth in their district to identify the educational needs of Homeless children and provide services as appropriate. Districts receiving McKinney-Vento grants for Homeless children and youth are required, at a minimum, to match those grants with Title I funds. Additional information on educational needs and services for Homeless children and youth can be found at:
http://www.education.ne.gov/Federalprograms/Title%20X.html

The uniform provisions of Section 9501 require districts to provide services to eligible staff and students under all of the NCLB programs included in this application whenever a nonpublic school is located within their district. In addition, Title I, Part A has some unique requirements. A critical requirement is consultation between public and nonpublic schools regarding needs and services. Since paper copies of the Nonpublic Participation Forms are maintained by the district, and information is now entered into the CDC, this section only asks for a listing of identified needs and services. The NCLB program boxes must be checked for each program if a district has a Nonpublic school located within the boundaries of the district and/or if students from your district attend nonpublic schools and are eligible for Title I services (may or may not be within the district boundaries). At a minimum, the public and nonpublic school must consult before NCLB applications are completed. The NCLB Consolidated Application cannot be approved unless the Nonpublic Participation Forms are submitted on the CDC. For additional guidance regarding requirements for consultation with Nonpublic Schools refer to the Nonpublic Consultation Information section of the NDE Federal Programs website. http://www.education.ne.gov/federalprograms/Index.html

TAB: Improvement Plans

This section of the application will need to be completed if the district has been identified for

- Title I Needs Improvement;
- Not meeting Title III Annual Measurable Achievement Objectives (AMAOs)

Each of these programs has specific requirements which must be addressed.

Identification for Title I Needs Improvement (District)
Identification is based on not meeting AYP (Adequate Yearly Progress) for two consecutive years in the same subject. Separate tabs are present for districts in Needs Improvement Identified districts must respond to the three questions listed on the District Needs Improvement page. Responses should be specific rather than general.

Title III Annual Measurable Achievement Objectives
Select the appropriate radio button(s) indicating which of the AMAOs were not met by the district for two consecutive years.

Respond to the two questions listed on the page. Responses must be specific when identifying goals and activities that will address the factors for the AMAO objectives that were not met.

TAB: Assurances

Assurances for all of the NCLB programs are provided under this tab. At the end of the assurances is the ***"Organization Agrees"*** button. **NOTE: This button will only be displayed to the authorized representative.** Once the assurances have been agreed to, it is not necessary to repeat this step for amendments or changes later in the year.

The Assurances should be completed only after all other parts of the NCLB Consolidated Application are final.

TAB: Amendment Description

This is to be completed when an Amendment is submitted. This should include a specific description of requested changes.

TAB: Submit

This is the last step in the process and is used only when all applicable program specific pages are complete for each NCLB program the district or ESU has. The "***Submit"*** button validates the application and automatically sends it to the Department of Education. The process of submitting an application includes a validation or consistency check to ensure that all required questions have a response and that all available funds have been budgeted. Applicants must complete the ***"Consistency Check"*** before submitting the application. Any inconsistency generates a warning message notifying the applicant to complete the missing information. The Consistency Check button can be used as many times as desired before submission. It will still be run one more time prior to the application being submitted to NDE.

The submit page will be different for a person designated for data entry. The data entry person will have a "submit" button but it will send the completed application to the authorized representative. **Only the authorized representative can submit the application to NDE for review and approval.**

If an attempt is made to submit an application before the agency has agreed to the assurances, an error message will direct the applicant to the assurances.

Returned Application

When an application is returned, select the "Review Checklist" button (which must be selected on the Application Select page instead of the "Open Application" button) to review the required changes.

Program Specific Pages

When the NCLB Consolidated Application pages are complete, use the pull-down menu on the right hand corner to find and complete the pages for each of the eight NCLB programs that have an allocation. The guidance below provides information on completing program specific information.

Title I, Part A – Educationally Disadvantaged:

The Title I, Part A, application includes program specific pages to complete for the targeting process. Title I Cooperative Projects in ESUs – see special instructions for targeting at the end of the Title I, Part A targeting instructions.

Guidance – Title I, Part A

The Guidance page for each NCLB program provides the purposes of that program as defined in No Child Left Behind (P. L. 110-107).

Program Information – Title I, Part A

1. Program Information for Title I, Part A
    A. Required description of Title I services provided in a Targeted Assistance School (TAS) should include grade levels where services are being provided; this may be different than grade levels attending a particular building. List the subject areas in which supplemental services are being provided with Title I funds. (i.e. With Title I funds, our district provides supplemental Reading and Math instruction in grades 1-3 in all three Title I buildings.)
    B. Schoolwide Programs need to enter the grade levels of the building(s) being served. (i.e. We have Schoolwide Programs in our two K-5 elementary buildings.)
    C. If your district has both a Targeted Assistance School(s) and Schoolwide Program(s), list both in your description of services.

2. If you have a Title I funded or co-funded preschool (children under age 5), you will need to complete Section 2.
3. Respond to Section 3 only if you receive Title I Neglected funds. Describe the type of services provided to all Neglected institutions within your district.

4. Complete Section 4 if you offer a **Title I funded summer school program**. If summer school programs are being funded solely with Title I Accountability funds (your district and/or building(s) has/have been identified for Title I school improvement) do NOT include that information on this application. The Title I Accountability application will capture relevant information.

5. Complete Section 5 **only if your district receives a McKinney-Vento Education grant**. If your district does receive this grant, **MATCHING** funds must be set aside in Targeting Step 4 and broken out by object code on the budget detail page.

6. Title I and nonpublic schools:
    a. List ALL nonpublic schools that reported low-income students from your district and with whom your district has consulted. By clicking on ***"Click here for Nonpublic School List"*** you can see which nonpublic schools reported having low-income students and have indicated a desire for services.
    b. Enter grade levels for each building listed.
    c. Click on the drop-down box to indicate, "Yes" or "No" regarding whether Title I services will be provided for each building listed. Title I services may be provided

in subject areas or grade levels that are different from those provided to public school students as long as these services are provided in the same grade span as the services provided to public school children.

d. List the public school attendance center within whose boundaries the nonpublic school is located—even if it is within a district other than your own. (Title I funds follow the low-income student(s) whether they attend a nonpublic school that resides within the boundaries of your district or another district.)
e. Indicate the number of resident low-income school aged children attending each building listed. This may or may not be the same as the number of resident children that will be served. For example, three students from a particular attendance center generated the funds, but only one student from that attendance center may be academically eligible to receive services.
f. If more lines are needed, choose ***"Add Additional Entries"*** to create another table.

7. Provide a brief description of services provided for nonpublic students if applicable.

8. Provide a description of how the district plans to make improvements in teacher quality.

The Title I, Part A, application includes program specific pages to complete for the targeting process. Title I Cooperative Projects in ESUs should review the special requirements for targeting at the end of the Title I, Part A targeting instructions.

Targeting Step 1

Title I services can only be provided in buildings that meet certain eligibility requirements. Eligibility is determined by a percentage of poverty – the number of students eligible for free or reduced lunch under the Child Nutrition Program. Targeting requirements vary depending on the number of resident students in a district. The system walks the applicant through the process of determining eligibility and then determining the amount of funds to allocate among the buildings for public and nonpublic students as appropriate for each district.

Low-income students - Districts must select <u>one</u> date between January 1 and July 1 to take a count of all school-aged residents of the district (**do not count home schooled students**). Districts located in Douglas and Sarpy Co. (Metro Area Learning Community) must use the <u>last Friday in January</u> to take this count. This count must include public, nonpublic, and dropouts (as known). ***Resident counts <u>are not</u> enrollment figures.*** In nonpublic schools, the counts of low-income students must include only the residents of the district. ***Option Enrollment students <u>are counted as residents</u> of the district to which they have optioned into.*** School-aged means all students (except home schooled students) through high school but does not include preschool aged children even if enrolled in a preschool program.

The table provides the list of attendance areas and their grade span that will be used if doing grade span grouping. The buildings are those the district reported to the Department of Education. **If there are questions concerning the data displayed on the table, contact** Michelle Michl at michelle.michl@nebraska.gov

Grandfathered - NCLB allows a building that was served in the previous year but not eligible for the coming year to be served (grandfathered) for one additional year. If a non-eligible school will be served through this option, the box in the "Grandfather" column must be checked. This will cause that building to display in Step 4 despite it not being eligible. This does not affect districts with fewer than 1,000 students.

Enter the number of resident and low-income public and nonpublic students.

The ***"Save Page"*** button must be used to save the data that has been entered. After saving the page, click on **"Targeting – Step 2"** which will move you to the next step.

Targeting Step 2

This page calculates the percentage of poverty of resident students for each attendance area. It also provides the poverty percentages for grade span grouping. There is no information to be entered on this page. If the data are accurate, click on the ***"Proceed to Ranking"*** button. If the data are not accurate, return to Targeting Step 1 to make corrections.

Targeting Step 3

This page ranks the attendance areas based on information about the district:

1. Districts with less than 1,000 resident students are not required to serve only buildings that meet certain eligibility criteria.

2. Districts with only one building per grade span can serve only buildings that meet or exceed the district poverty average if there are at least 1,000 resident students. These districts cannot do grade span grouping.

3. Fiscal agents for cooperative projects – the system will rank all buildings within the cooperative project as though it were a district application.

4. Districts with 1,000 or more resident students must either rank the buildings within the district as a whole or rank the buildings by grade span. The system is designed to allow a district to select one option, see the results in Step 4 and then return to Step 3 to select the other option if desired. Choosing either of these options will include buildings having a percentage of poverty greater than or equal to 35% on Targeting Step 4.

Select one of the options and then click ***"Rank"*** then proceed to Targeting Step 4. Any time the "Rank" button is clicked, the building information on Step 4 will be cleared.

Targeting Step 4

The final step in the targeting process distributes the available Title I funds to the eligible public schools and determines the amount of the allocation required for nonpublic schools wherever applicable.

To determine the funds available, the system collects the data from the Allocations Page of the NCLB Consolidated Application. The total funds available can include current, carryover, and transfers from Section 6123 and REAP-FLEX.

NCLB requires Title I funds to be allocated among the buildings based on the number of low-income students in each eligible attendance area for districts with 1,000 or more students and serving more than one attendance area. For <u>any</u> district with a nonpublic school with low-income students enrolled that live in an eligible attendance area, the Title I funds must be allocated between the public and nonpublic schools on a per pupil basis to ensure equitable expenditures under the uniform provisions of NCLB. The nonpublic allocation is listed on the lower portion of the page in the right hand column.

Set-Asides - Before the funds are allocated to the eligible buildings being served, portions of the available funds may, or in some cases must, be set aside for district wide use or for specific activities.

Set-Asides - Before the funds are allocated to the eligible buildings being served, portions of the available funds may, or in some cases must, be set aside for district wide use or for specific activities. If an amount of Title I-A funds is placed in one of the **Set-Asides** categories in the middle of Page 15, a statement must also be included in the respective narrative box to explain how these Set-Aside funds are being used. Narratives are not required for Set-Aside amounts using only district funds, or funds other than Title I-A.

In Step 4, the district must indicate the amount of funds that are ***"set aside"***.

1. Nonpublic School Non-Instruction Costs: Non-instructional Nonpublic School costs such as rent and reasonable administration costs must be set aside here before the system calculates the per-pupil amount for allocations among the buildings. ~~5.~~ Section 1120 of NCLB requires equitable services and other benefits be provided to eligible students attending nonpublic schools. The set-asides table will calculate the nonpublic equitable service reservation for some set asides based on the set aside amount for the public district.

2. Administration Costs: If administrative costs (direct or indirect) are being budgeted, these costs must be set aside before the allocation among the eligible buildings. Direct administration costs are entered as a set-aside here. Administrative costs cannot be included as part of Schoolwide Programs.
There is no specified limitation on administration costs for Title I, Part A. Amounts budgeted by districts and ESUs will be monitored to determine if proposed expenditures exceed what is "reasonable and necessary".
The current State and Federal Grant Management Requirements and Guidance is available at http://www.education.ne.gov/gms2/index.html and should be used as guidance in determining allowable activities to be considered as administrative costs. A "Coordination of Services" set-aside has been included (see #4 below) and allowable activities are identified in the above noted Guidance. Applications with administrative costs that appear to exceed "reasonable and necessary" will be asked to justify requests in writing. Title I funds for administrative costs must also Supplement, (be in addition to) not Supplant (replace) the ordinary administrative costs of the district. The State will be using information from the application budgets to set a specified limit on administrative costs in the future.

Superintendents can never be funded under Title I administration costs. Building principals and teachers already under a full time contract with the district can be funded only with an extended contract. Any staff paid from more than one source of funds must keep time and effort logs and be paid according to those logs.

3. Salary Differential : Title I allows districts to set aside the portion of all Title I teachers' salaries that are due to the years of experience (seniority pay differential), before determining the allocations among the buildings.

4. Coordination of Services: To stay within administrative cost limits, staff time may be allocated to program coordination and technical assistance activities such as:

- ☐ Providing professional development
- ☐ Developing and modeling practices
- ☐ Organizing and conducting program specific activities
- ☐ Mentoring staff

☐ Assisting with program evaluation.

☐

Staff will need to document time and effort for any costs listed as “Coordination” in the set-asides.

5. Homeless Children: Districts receiving grants to provide services to Homeless children and youth under the McKinney-Vento Homeless program are required to set aside a match of Title I funds equal to or greater than their McKinney grant. **Any district that reported having Homeless students on the Student Populations page (Goals and Needs) must set aside funds here.**

6. Neglected/Delinquent Children: Any district with a residential agency for Neglected or delinquent children and youth (does not include county operated detention facilities) will have an amount of funds reserved to provide educational services. This amount will be pre-populated. The amount set aside for “Neglected” reflects the caseload count from last October as a percentage of the formula low-income student counts used in determining district allocations. Note: Those agencies that have schools must be approved by the Department under Rule 18 or be in the process of getting approval before Title I funds can be used to provide supplemental services.

7. Summer School: When a summer Title I program is provided district-wide for all Title I schools in the district, the amount of funds should be set aside here. If a summer program is part of a Schoolwide plan, it is included in the allocation among the buildings and is not a set-aside.

8. Transportation for Public School Choice: This requirement only applies to school districts that had one, or more schools identified as being in Needs Improvement, Corrective Action or Restructuring for the 2015-2016 school year. The “Needs Improvement” status of all schools remains the same in 2016-2017 as identified in the 2015-2016 school year. Only districts with schools that were required to provide transportation for school choice in the previous year and that will continue such transportation in 2016-2017 must complete this set-aside. If Title I-A funds are used to meet this requirement, that amount must be entered here.

9. Supplemental Educational Services: This requirement only applies to school districts that had one ore more schools identified as being in Needs Improvement, Corrective Action or Restructuring for the 2015-2016 school year. The “Needs Improvement” status of all schools remains the same in 2016-2017 as identified in the 2015-2016 school year. Only districts with schools that were required to provide Supplemental Educational Services (SES) in the previous year and that will continue to provide such services in 2016-2017 must complete this set-aside. If Title I-A funds are used to meet this requirement, that amount must be entered here.

10. Professional Development (District in Improvement): If the district is identified as being in “Needs Improvement” under Section 1116 of Title I, NCLB requires that an amount equal to 10% of the available funds must be used for professional development. The 10% reserved as a set-aside here may be locally budgeted and spent among the buildings served but must be included as a set-aside here to ensure districts are meeting this requirement. The “Needs Improvement” status of all school districts remains the same in 2016-2017 as identified in the 2015-2016 school year. If Title I-A funds are used to meet this 10% requirement, that amount must be entered here.

11. Professional Development (District Wide): A district may elect to set aside funds for professional development activities that are provided to staff of all Title I buildings. If Title I-A funds are used to support professional development activities district-wide, but the **<u>district</u>** is not identified as being in “Needs Improvement”, that amount should be set aside here. Districts already identified as being in “Needs Improvement” must set aside an amount equal to 10% of their allocation for professional development (see #10 above).

12. Parent Involvement: A District that receives a Title I, Part A allocation of greater than $500,000 **must** reserve no less than one percent of its Title I, Part A allocation to carry out the provisions of section 1118 of PL 107-110 (http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf); including promoting family literacy and parenting skills. The percentage reserved for parent involvement must be calculated on the basis of the District’s current Title I, Part A allocation. This includes current year funds being transferred to Title I.

13. Preschool: The set-aside for preschool services is for district wide preschool programs. Districts providing preschools as part of Schoolwide programs must include those costs in the allocation for that building and should not be included in the set-asides.

14. Other: Any other set-aside must be included here, and a narrative explaining the use of such set-aside funds must be included in the Narrative box marked “Other”.

15. Indirect Costs: By definition, indirect costs are: a) incurred for a common or joint purpose benefiting more than one program or cost objective, and b) not readily assignable to the program or cost objective specifically benefited, without effort disproportionate to the results achieved. Indirect costs for administration should be calculated on the Budget Detail page first and that number entered here. As explained in the current State and Federal Grant Management Requirements and Guidance, (http://www.education.ne.gov/gms2/index.html) the total administration costs are the sum of the direct administration costs and the indirect administration costs taken. Indirect costs cannot be taken if the district budgets for persons normally covered under indirect costs (i.e., if the budget includes funding for a bookkeeper, indirect costs cannot be taken also).

INSTRUCTIONS FOR NEW TAB: Title I Set Aside Narratives:

Set-Aside Narratives: Before the funds are allocated to the eligible buildings being served, portions of the available funds may, or in some cases must, be set aside for district wide use or for specific activities. Responses must be provided in each of the 15 narrative boxes for any amounts listed as a “Set Aside” in Targeting Step 4, if such set-aside is being funded with Title I funds. Provide a brief explanation in each narrative box regarding how federal funds are being used to meet the budgeted set-aside. If no federal funds are being set aside, mark “NA” in that narrative box. All narrative boxes must have a response before the page(s) can be saved.

125% Rule - NCLB requires a district serving any building with a 35% or less poverty percentage to ensure that the allocation among the buildings meets a minimum per pupil amount of 125%. The system will determine when this rule has to be applied and also the appropriate amount.

Estimated Number of Students Who Will Participate - Enter the unduplicated count of students in both public and nonpublic schools who will receive services through Title I. For Targeted Assistance Schools (TAS) an unduplicated count means that a student is not counted twice if eligible and will receive services in both Reading and Math. In a Schoolwide program, the unduplicated count is the enrollment of the building.

School Status

ALL buildings will show up on Targeting Step 4. The buildings that are not eligible for Title I services will be at the bottom of the list.

a) **Schoolwide Program status** - Check each building that will operate a Schoolwide program. All Schoolwide programs for the coming year must have had their Schoolwide plans peer reviewed and have a copy on file with NDE. This is not the place to indicate an intention to become a Schoolwide program.
b) **Targeted Assistance status** – Check each building that will operate as a Targeted ~~A~~ssistance School (TAS)
c) **Districts must indicate if any eligible building will not be served.** Title I allows an eligible building to be "skipped" if the district provides a similar service or if it is the lowest ranked eligible building in a grade span grouping. The district must provide information in the Comments box if skipping an eligible attendance area.

Allocation Among the Eligible Buildings - Districts have an option to distribute the funds among the buildings by providing the same per pupil amount to all buildings or by distributing a higher per-pupil amount to the highest poverty buildings. The buttons for these options are located under the ***"Set Aside"*** table. To distribute the funds using the same per pupil amount, select the button ***"Distribute Amount Evenly"***. If choosing the other option, the district can enter their amounts and click the ***"Check Distribution"*** button. Applicants can try one option, click the **"Check Distribution"** button and then try the other option.

Comment Box - The comment box must be used if skipping an eligible attendance area. **This includes districts with less than 1,000 students that are not required to serve all buildings.**

If the distribution amounts are correct, click the ***"Save Distribution"*** button. **NOTE: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page.**

Title I Cooperative Projects in ESUs

The NCLB Consolidated Application treats a cooperative project as though it were one district. All of the buildings of the member districts of the cooperative project will be listed for targeting purposes. The resident populations of public and nonpublic and low-income for each must be included for each building.

NOTE to ESU Title I Cooperatives: A spreadsheet must be uploaded on the Targeting for Consortia Tab that details the budget for each district within the consortia. When applicable, spreadsheet must include required set-a-side amounts. This can be a spreadsheet already used by the ESU or a sample that is provided. (The NDE Title I Office can be contacted for a sample spreadsheet). See requirements on the Targeting for Consortia Tab. The allocation among the eligible buildings will never match the district allocation based on the per pupil amount (ppa) and ranking method within the grants management system (GMS)-Targeting Step 4. This detail will need to be kept by the ESU Cooperative as in the past with the paper applications.

Title I, Part A – Targeting for Consortia

Title I consortia are to use this page to upload a spreadsheet with specific district and building information for districts that are part of the consortium.

The spreadsheet should include the following information:

Districts included in the consortium

1. Information for each building:
    - Resident public
    - Resident nonpublic

- Public number of low-income
- Nonpublic number of low-income
- A calculation of the percentage of poverty for each building (this can be based on public only or public + nonpublic, but must be consistent for all districts)
- Indicate whether each building is SW, TAS, NS (Not Served), or NE (Not Eligible-only for districts with more than 1,000 students)
- The allocation for each district/building
- Allocation for nonpublic students based on the building allocation

2. For districts having more than 1,000 students, a district poverty percentage and grade span poverty percentage will need to be calculated to determine eligible buildings.

3. Administration and set aside funds for each district.

NDE may be contacted for a sample spreadsheet, but the consortium or ESU may develop its own.

Since GMS Targeting Step 4 treats all buildings as if they were one district, the uploaded spreadsheet will provide more accurate calculations based on each district's data and Title I allocation amounts.

Staff – Title I, Part A

Instructional Staff Tabs - These pages are designed to identify, by name, all instructional staff funded under this program that are on salary. Do not include contracted staff (these belong under Object Code 300). Staff information can be uploaded via a spreadsheet or other document. **Information on Non-instructional Staff, such as paraprofessionals, is entered on a separate page.**

Title I, Part A requires the identification of all staff funded in Targeted ~~A~~ssistance Schools, nonpublic schools, Neglected, summer, and district wide preschool programs. **<u>Do not</u> include any Schoolwide program instructional personnel on this page.**

- Enter the name of each staff member who will be paid with Title I funds.
- Enter the name of the building(s) of each teacher's assignment. Include nonpublic, Homeless and Neglected sites here also.
- Enter the total contracted salary.
  - Do not include extra-curricular pay or employee benefits.
  - Do not include seniority pay differentials that were set aside as administration costs.
  - Include the amount to be paid from cafeteria plans.
  - If salary negotiations are not complete when this application is filed, teachers' salaries may be estimated.
- Staff being paid with stipends should be listed here. If staff names are known, enter the name followed by "stipend". If staff that will be paid stipends are unknown at this time, enter "stipends", you may enter zero as the FTE.
- Enter the Full Time Equivalent (FTE) of contracted time that the teacher will be assigned and funded by Title I. For example, a teacher funded half-time by the district and half-time by Title I would be counted as .50 FTE. A half time teacher who only works in Title I would be .50 FTE.
- Only full time instructional staff being paid entirely from Title I funds would be listed as 1.0 FTE.
  - Multiply the total contracted salary by the percentage listed for each teacher and record the Title I salary in the column title "Amount Paid from Title I".

Include staff for Title I summer activities, if applicable. Write "Summer" in the Assigned Building space.

- Wherever staff has not yet been hired, write TBA (to be announced) in the name column and file an amendment to the NCLB Consolidated Grant application at a later date when specific staff names can be entered. This amendment, with correct staff identified must be completed prior to requesting any reimbursement of Title I funds.
- If funds for substitutes are budgeted, put the word "Subs" in the left-hand Name Column and put the total substitute budget figure in the far right-hand column.
- If stipends are to be paid, put the word "Stipends" in the left-hand Name Column and put the total stipends budget figure in the far right-hand column.

Non-instructional Staff - **All Targeted Assistance Schools (TAS) non-instructional staff, including administrators, clerical, bookkeepers, and paraprofessionals that are paid with Title I funds must be included**.

For districts with all Schoolwide programs, any central office administrators, nonpublic school paraprofessionals, etc., must be included.

Enter the name of each non-teaching employee to be paid by Title I.

Time and effort logs are required for Title I staff if any portion of their salary is paid from Federal funds, including extended time (i.e., Administrators, Clerical, etc.). The time and effort logs must be maintained or salaries will be disallowed. Reimbursement should be made only for hours that are properly documented.

When all staff data has been entered, click the *"Calculate Total"* button, then save. Note: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page. **Totals of the salaries on all Staff pages must match the total of salaries on the Budget Detail page. Schoolwide programs do not report staff salaries of teachers or paraprofessionals on the Staff pages.**

Operational Equipment/Capital Outlay – Title I, Part A

As indicated in the Department's Program Budgeting, Accounting, and Reporting System for Nebraska School Districts: User's Manual. Operational Equipment is any instrument, machine, apparatus or set of articles that meets the following:

a) Under normal conditions of use can be expected to last longer than a year,
b) Does not lose its identity through fabrication or incorporation into a different or more complex unit,
c) Is non-expendable (more feasible to repair the item than to replace),
d) Retains its appearance and character through use,
e) Is of significant value and/or may be
f) Small and attractive

Operational equipment items costing $5,000 or more must be capitalized (depreciated). In the grants management system, only equipment that has a unit cost of $5,000 or more can be budgeted in Object Code 500 on the Budget Detail page for any program (NCLB, Career Ed, Early Childhood, etc.) The Program Budgeting, Accounting, and Reporting System for Nebraska School Districts Users' Manual (Nebraska Department of Education, revised annually) is available at the following url:
http://www.education.ne.gov/FOS/SchoolFinance/AFR/Downloads/1415/2015UsersManual.pdf.

Operational equipment items costing at least $5,000 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently auditors have added "small and attractive" to the definition of what equipment needs to be inventoried. Some Federal programs have specific guidance regarding equipment itemization and inventory requirements.

Acquisition cost of an item of purchased equipment means the net invoice unit price of the equipment including the cost of modifications, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as cost of installation, transportation, taxes, duty or protective in-transit insurance shall be included or excluded from the unit acquisition cost in accordance with the grantee's regular accounting practice.

Some grant programs have specific requirements regarding the disposition of equipment purchased through a grant when that program ends. Contact the Department program staff for further information.

For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment. When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment.

All equipment purchased with state or Federal funds must be in accordance with the regulations of the funding source. Some Federal programs have specific prohibitions or limitations on equipment purchases. The equipment purchased must be reasonable and necessary to effectively operate the program.

An application for a grant may require a description of the need for equipment and how such equipment will be used. Equipment, as well as associated costs, must be included in an approved budget or amendment prior to purchase.

In the boxes below each Operational Equipment and Capital Outlay section, enter the school building where the item(s) are located in the "Location" box. Enter the unit cost for each item, and the number of items being purchased. Calculate the total cost for all items listed in that section.

Lease purchases of equipment are authorized by some programs. Lease purchases that span more than one grant period are permissible. Costs can be recovered from more than one period of grant funds.

The following provisions should be understood related to such situations:

- Documentation should be retained that substantiates the decision to enter into a lease purchase agreement rather than a direct purchase;
- Grant continuation cannot be guaranteed;
- Grant recipients must keep financial and programmatic records that document the disbursement of funds associated with the agreement; and
- Lease purchases must be budgeted as purchased services rather than equipment.

In the current *State and Federal Grant Management Requirements and Guidance:* ***http://www.education.ne.gov/gms2/index.html*** *the Department established consistent guidance for defining and budgeting for equipment purchases for all state and Federal grants.*

NCLB allows only the purchase of equipment that is necessary to meet the program goals and activities. No construction or permanent structural improvements are allowed in any project including Title I Schoolwide programs.

<u>All Title I Programs</u> - Title I requires a description and dollar amount for ALL PROPOSED PURCHASES identified as Capital Outlay/Equipment REGARDLESS OF ITEM COST. This includes the proposed purchase of computers that typically would cost less than $5,000.

Budget Detail – Title I, Part A

Overview - The NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the information from each of the five tabs under the Goals and Needs where the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part A, Title II, Part A and Title III funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page for each of these programs and a budget must be included.

On the Budget Detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEEDS pages. The Budget Summary page will aggregate the data into one budget.

Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits).

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. **Coordination of Services** has been added for administrative staff time that is allocated to program coordination and technical assistance activities such as: providing professional development, developing and modeling practices, organizing and conducting program specific activities, mentoring staff, and assisting with program evaluation. Section 1116(e) of No Child Left Behind contains the requirements for school improvement for Title I buildings that do not make adequate yearly progress (AYP) on the annual measure of progress of student performance. Schools and districts identified as failing to meet state academic achievement standards under Section 1116(e) must conduct school improvement activities and can budget for those under this allowable activity.

For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. **Click on “additional entries” for more budget rows.**

A district may elect to split the funds for an allowable activity between several goals. For example, a summer program might be the allowable activity used for goal 1 – Improving Student Performance, or the costs of the summer program and goal 4 – Student Populations. This is a district decision. The next page of the system will present a summary budget with all of the lines for “summer programs” added together.

It is required to budget some funds under every goal entered on the five tabs of GOALS AND NEEDS that will be supported with grant funds included in this application. The system will only accept whole dollar amounts.

To revise an allowable activity, it is necessary to change all amounts to “0” in each object code line item, delete the row by checking the Delete Row box and clicking on Save Page. Next, click on Budget Summary – this will refresh the delete action. Click back on the Budget Detail page to see the refreshed budget detail. The budgeted

amount in that row should now appear as "Amount Remaining" at the top of the Budget Detail page and a new Allowable Activity can be used.

Indirect Costs:
The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.

For additional information on indirect costs, please refer to the current State and Federal Grant Management Requirements and Guidance, which is available at http://www.education.ne.gov/gms2/index.html. Some NCLB programs have administrative costs limitations such as the 2% limitation for Title III. Since the total amount of administrative costs must include both direct administrative costs and indirect administrative costs, the system will generate an error if the budgeted administrative costs exceed the 2% limitation. ***Note: All NCLB programs have an allowable activity – Coordination of Services. The current State and Federal Grant Management Requirements and Guidance: http://www.education.ne.gov/gms2/index.html provides guidance on what activities are considered administration and what are considered coordination.***

The system requires the breakout by major object codes of Schoolwide budgets. Since a Schoolwide program might involve support for four of the goals and needs (excluding nonpublic), the applicant would have Schoolwide programs as an allowable activity under each.

Budget Summary – Title I, Part A

The Budget Summary page lists all of the information from the Budget Detail page. No data can be entered here. Before leaving the Budget Summary page, check the following:
Nonpublic Instruction budgeted amount matches the allocation from Targeting Step 4.
Neglected budgeted amount total, if any, matches the allocation.
Object Code 100 matches the salary amount calculated on all Staff-Title I pages (unless the District has any Schoolwide programs).
Capital Outlay/Operational Equipment page was completed if budgeting for equipment.

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

Guidance – Title I, Part D, Subpart 2

The Guidance page for each NCLB program provides the purposes of that program as defined in No Child Left Behind (P. L. 110-107).

Program Information – Title I, Part D, Subpart 2

The purposes of Title I, Part D, are to:

1) improve educational services for children and youth in local and State institutions for Neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet;

2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and

3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for Neglected or delinquent children and youth, with a support system to ensure their continued education.

Staff – Title I, Part D- Neglected/Delinquent

Instructional Staff - These pages are designed to identify, by name, all instructional staff funded under this program that are on salary. Do not include contracted staff (these belong under Object Code 300).

Information on Non-instructional Staff, such as administrators, is entered on a separate page.

- Enter the name of each teacher to be paid by Title I-D funds.
- Enter the name of the building(s) of each teacher's assignment.
- Enter the total contracted salary.
    - Do not include extra-curricular pay or employee benefits.
    - Include the amount to be paid from cafeteria plans in the benefits.
    - If salary negotiations are not complete when this application is filed, teachers' salaries may be estimated.
- Staff being paid with stipends should be listed here. If staff names are known, enter the name followed by ―stipend. If staff that will be paid stipends are unknown at this time, enter ―stipends, you may enter zero as the FTE.
- Enter the Full Time Equivalent (FTE) of contracted time that the teacher will be assigned and funded by Title I-D. For example, a teacher funded half-time by the district and half-time by Title I-D would be counted as .50 FTE. A half time teacher who only works in Title I-D would be .50 FTE.
    - Multiply the total contracted salary by the percentage listed for each teacher and record the Title I-D salary in the column title "Amount Paid from Title I-D".
- Wherever staff has not yet been hired, write TBA (to be announced) in the name column and file an amendment to your NCLB Consolidated Grant application at a later date when specific staff names can be entered. This amendment, with correct staff identified must be completed prior to requesting any reimbursement of Title I-D funds.
- If funds for substitutes are budgeted, put the word Subs in the name column and put the total substitute budget figure in the right-hand column.

Non-instructional Staff - All non-instructional staff, administrators and tutors only, that will be paid with Title I-D funds must be included.

Enter the name of each non-teaching employee to be paid by Title I-D.

Time and effort logs are required for Title I-D staff paid with Federal funds, including extended time (i.e., Administrators, Clerical, etc.). The time and effort logs must be maintained or salaries will be disallowed. Reimbursement should be made only for hours that are properly documented.

When all the staff data has been entered, click the "Calculate Total" button and save. Note: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page. Salary totals entered under Object Code 100 on the Budget Detail page must match the total salary amount for all staff listed on the Staff pages.

Operational Equipment/ Capital Outlay - Title I, Part D, Subpart 2

As indicated the Department's Program Budgeting, Accounting, and Reporting System for Nebraska School Districts: User's Manual, Operational Equipment is any instrument, machine, apparatus or set of articles that meets the following:

a) Under normal conditions of use can be expected to last longer than a year;
b) Does not lose its identity through fabrication or incorporation into a different or more complex unit;
c) Is nonexpendable (more feasible to repair the item than to replace);
d) Retains its appearance and character through use; and
e) Is of significant value; and/or is
f) Small and attractive.

Operational equipment items costing at least $5,000 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently auditors have added "small and attractive" to the definition of what equipment needs to be inventoried. Some Federal programs have specific guidance regarding equipment itemization and inventory requirements.

Acquisition cost of an item of purchased equipment means the net invoice unit price of the equipment including the cost of modifications, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as cost of installation, transportation, taxes, duty or protective in-transit insurance shall be included or excluded from the unit acquisition cost in accordance with the grantee's regular accounting practice.

Some grant programs have specific requirements regarding the disposition of equipment purchased through a grant when that program ends. Contact the Department program staff for further information. For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment.

When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment. All equipment purchased with State or Federal funds must be in accordance with the regulations of the funding source. Some Federal programs have specific prohibitions or limitations on equipment purchases. The equipment purchased must be reasonable and necessary to effectively operate the program. An application for a grant may require a description of the need for equipment and how such equipment will be used. Equipment, as well as associated costs, must be included in an approved budget or amendment prior to purchase.

In the boxes below each Operational Equipment and Capital Outlay section, enter the school building where the item(s) are located in the "Location" box. Enter the unit cost for each item, and the number of items being purchased. Calculate the total cost for all items listed in that section.

Lease purchases of equipment are authorized by some programs. Lease purchases that span more than one grant period are permissible. Costs can be recovered from more than one period of grant funds.

The following provisions should be understood related to such situations:

- Documentation should be retained that substantiates the decision to enter into a lease purchase agreement rather than a direct purchase;

- Grant continuation cannot be guaranteed;
- Grant recipients must keep financial and programmatic records that document the disbursement of funds associated with the agreement; and
- Lease purchases must be budgeted as purchased services rather than equipment.

In the current State and Federal Grant Management Requirements and Guidance: http://www.education.ne.gov/gms2/index.html the Department established consistent guidance for defining and budgeting for equipment purchases for all state and Federal grants. Applicants are required to itemize proposed equipment purchases that have an item cost of $5,000 or more. ESEA/NCLB allows only the purchase of equipment that is necessary to meet the program goals and activities.

Overview - The ESEA/NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the goal from each of the five tabs under the GOALS AND NEEDS that the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part A, Title ID, Title II, Part A and Title V funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page for each of these programs.

On the Budget Detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEEDS pages.

NOTE: Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits).

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired.
For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. These are the same major object codes used with the former paper applications for ESEA/NCLB programs.

A district may elect to split the funds for an allowable activity between several goals. For example, a summer program might be the allowable activity used for goal 1 – Improving Student Performance, or the costs of the summer program might be split between goal 1 and goal 4 – Student Populations. This is a district decision. The next page of the system will present a summary budget with all of the lines for summer programs added together.

It is required to budget some funds for every goal entered in the five GOALS AND NEEDS pages. The system will only accept whole dollar amounts.

Indirect Costs - The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.
For additional information on indirect costs, refer to the current State and Federal Grant Management Requirements and Guidance)
http://www.education.ne.gov/gms2/index.html

Title I, Part D, Subpart 2 – Education of Neglected, Delinquent, or At-Risk Students

Program Information:
Services (section 1423, 13 components)

Non-Regulatory Guidance, Title I, Part D: http://www2.ed.gov/policy/elsec/guid/nord.doc

1. List the (a) grades served and (b) provide a brief description of the Title I Part D services provided in your district, (c) include subject area for which services are provided and (d) include any special programs (may include vocational and technical education, career counseling, curriculum-based youth entrepreneurship education, assistance in securing student loans, grants for post-secondary education).
   (Response should include grades served and subject areas, description of Part D services provided within the facility and in your district if Part D funds are used, and describe any special programs that are also funded with Part D funds).

2. This is a two part question:
   a. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and other at-risk children and youth expected to be served by the program; and
   b. Describe how the school will coordinate existing educational programs to meet the unique educational needs of these children.

   (Response should include information about the children and youth served with Part D funds in the facility and in the district, regarding their characteristics, information about records exchange, and coordination of programs to meet their educational needs).
3. Describe the steps the schools will take to find alternative placements for children and youth interested in continuing their education, but unable to participate in a regular public school.
   (Response should include information about alternative program placements as needed for student furthering their education).

4. Describe how schools work with juvenile services/probation to assist in meeting the needs of children and youth returning from correctional facilities.
   (Response should describe the process of working with other agencies in working with children and youth returning from correctional facilities).

5. Describe how
   a. the program will involve parents in efforts to improve the educational achievement of their children
   b. it will assist in dropout prevention activities; and
   c. it helps prevent the involvement of the children in delinquent type activities.

   (Response should include information regarding the various points of parent/guardian involvement, and any parent involvement activities.)

6. Title I, Part D requires a copy of the required formal agreement regarding the program to be assisted between the LEA and the correctional facility and alternative school programs serving children and youth involved with the juvenile justice system. (The formal agreement needs to be signed by both parties and sent via mail to the Title I office or uploaded at the bottom of the page. It should contain the 11 required components listed in Section 1425). Please enter any comments in the text area on the page.

(Response should include an uploaded copy of the agreement. Include the 11 required components as listed in the guidance. Each locally operated correctional facility that receives assistance under Subpart 2 must have a formal agreement with the LEA outlining the programs and services to be provided to its population with Subpart 2 funds). Each correctional facility must (Section 1425):

a. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to students with an IEP under Part B of the Individuals with Disabilities Education Act (IDEA);
b. Notify the local school of the child or youth if the child or youth is identified while in the facility as being in need of special education and related services;
c. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
d. Provide support programs that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent;
e. Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth;
f. Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
g. Use, to the extent possible, technology to assist in coordinating educational programs between the correctional facility and the community school;
h. Where feasible, involve parents in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities;
i. Coordinate Subpart 2 funds with other Federal, State, and local funds to provide services to participating children and youth, such as funds made available under Title I of the Workforce Investment Act of 1998 (P.L. 105-220) and vocational and technical education funds;
j. Coordinate Subpart 2 programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
k. Work, where appropriate, with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

Coordination - Title I, Part D, Subpart 2

1. Describe the steps schools will take to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program. (Response should describe how the facility will coordinate with the schools regarding an IEP and the IEP's implementation).

2. Describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. (Response should include information regarding any joint partnerships with business for curriculum and or mentoring services for students).

3. Describe how the program will be coordinated with other Federal, state, and local programs, such as programs under Title I of Public Law 105-220, vocational and technical programs serving at-risk children and youth programs operated under the Juvenile Justice and Delinquency Act of 1974 and other comparable programs.
4.

(Response should include information regarding coordination with local, state, and Federal programs serving at-risk children and youth (Juvenile Justice and Delinquency Act of 1974, vocational and technical programs).

5. Describe how the schools will coordinate with the facility working with delinquent children and youth to ensure that they are participating in an education program comparable to one operating in the local school the youth would attend and the program and services to be provided for returning children and youth from the correctional facility including other at-risk children and youth.
   (Response should include information on the comparable education programs in the facility as to the local schools, and the programs and services provided for returning youth from the correctional facility and other at-risk students).

6. Describe how schools will coordinate with:
   a. existing social, health, and other services to meet the needs of the students returning from correctional facilities, at risk children or youth, and other participating children or youth (including prenatal health care and nutrition services related to the health of the parent and the child or youth);
   b. parenting and child development classes;
   c. child care;
   d. targeted re-entry and outreach programs; and
   e. making referrals to community resources.

   (Response should include information about health and other services to meet needs of returning youth and at-risk youth, prenatal care as needed, any parent and child development classes, child care information, re-entry and outreach programs, and community resources).

Transition - Title I, Part D, Subpart 2

Describe how the transitional and supportive programs operated in the local educational agency are designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities.

(Response should describe the transition program that will meet the supportive and academic needs for students returning to the local school or alternative schools).

1. Describe:
   a. the transition steps the facility will follow for receiving a student~~;~~
   b. the steps for transitioning a student on to a local school, alternative setting, post-secondary or other setting, and
   c. the responsibilities of the transition liaison and his/her name.

   (Response should include information on the name of the transition liaison and their responsibilities, the steps followed for transition from the facility back to the community and the local school or other alternative academic placement).

2. Check the box:
   - if less than 30% of the students from the correctional facility enroll outside of the LEA where the facility is located. Then enter the number of students served last year with Part D funds in the detention center and enter the number of students who returned to the LEA where the detention center is located. Describe the dropout prevention program that will be provided for youth returning to the local schools. (A dropout prevention program is NOT required if 30% or more of the students from the correctional facility enroll outside of the LEA where the facility is located).

   Check the box:

- if more than 30% of the students from the correctional facility enroll outside of the LEA where the facility is located. Then enter the number of students served last year with Part D funds in the detention center and enter the number of students who returned to the LEA where the detention center is located.

Evaluation - Title I, Part D, Subpart 2

1. Describe:
    a. the multiple measures used to evaluate student progress, include the name of the pre and post testing used, when it was given, and how the state assessments are given;
    b. disaggregation of data, as appropriate;
    c. how the results of evaluations are used to plan and improve programs for participating children and youth; and
    d. the program's impact on
        i. educational improvement,
        ii. school credits accrued,
        iii. transition to other programs,
        iv. completion of secondary school or equivalency, obtain employment, and
        v. participation in postsecondary, and job training programs.

2. Describe the annual process and consultation the LEA undertakes with the facility to evaluate the impact of the Title I, Part D services provided. Describe the data collected and how it is evaluated. (Response should include information about the consultation process, who is involved, how often scheduled with the facility and the district, what tool is used to evaluate the Part D program's impact).

3. Describe the LEA process for reporting Title I, Subpart 2, Part D required student data collection for the Title I, Part D, Annual Performance Report for up to 90 days after facility exit for the following: local school enrollment, earned high school credits, enrolled in a GED program, accepted or enrolled in post-secondary, enrolled in job training programs, and obtained employment.
(Response should include information about how the LEA obtained the outcome results for the indicators listed above).

Allowable Activities - Title I, Part D

An LEA receiving Title I, Part D, Subpart 2 funds may use the funds to operate programs that involve collaboration with locally operated facilities with which the LEA has established formal agreements regarding the services to be provided:

- To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
- To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

An LEA also may use Subpart 2 funds, as appropriate, for:

- Dropout prevention programs that serve at-risk children and youth. An at-risk child or youth means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has previously come into contact with the juvenile justice system, is at least 1 year behind the expected grade level for the age of the individual, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped out of school, or has a high absenteeism rate at school.

- Coordination of health and social services for children and youth who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if there is a likelihood that providing such services will help these children complete their education.
- Special programs that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
- Programs providing mentoring and peer mediation.

Budget Detail – Title I, Part D, Subpart 2

Overview - The NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the information from each of the five tabs under the Goals and Needs where the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part D funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page and a budget must be included.

On the Budget Detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEEDS pages. The Budget Summary page will aggregate the data into one budget.

Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits).

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. **Coordination of Services** can be used for administrative staff time that is allocated to program coordination and technical assistance activities such as: providing professional development, developing and modeling practices, organizing and conducting program specific activities, mentoring staff, and assisting with program evaluation.

For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. **Click on "additional entries" for more budget rows.**

To change an allowable activity, it is necessary to change all amounts to "0" in each object code line item, delete the row by checking the Delete Row box and clicking on Save Page. Next, click on Budget Summary – this will refresh the deleted action. Click back on the budget detail page to see the refreshed budget detail. The budgeted amount in that row should now appear as "Amount Remaining" at the top of the Budget Detail page and a new Allowable Activity can be used.

Indirect Costs:
The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes operational equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.

For additional information on indirect costs, please refer to the current State and Federal Grant Management Requirements and Guidance http://www.education.ne.gov/gms2/index.html

The system requires the breakout by major object codes of Schoolwide budgets. Since a Schoolwide program might involve support for four of the goals and needs (excluding nonpublic), the applicant would have Schoolwide programs as an allowable activity under each.

Budget Summary – Title I, Part D, Subpart 2

The Budget Summary page lists all of the information from the Budget Detail page. No data can be entered here. **Before leaving the Budget Summary page, check the following: Any salary amounts entered on the Staff page match amounts entered under Object Code 100 of the Budget Detail page. The Capital Outlay page must be completed if budgeting for equipment, other than installation costs, under Object Code 400 or 500.**

Title II, Part A – Improving Teacher Quality State Grants

Guidance – Title II, Part A

The Guidance page for each NCLB program provides the purposes of that program as defined in No Child Left Behind (P. L. 110-107).

In Section B-1 of Non-Regulatory Guidance for the Title II-A program issued on October 5, 2006, it is noted that "The purpose of *Title II, Part A* is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. Through the program, State and local educational agencies (SEAs and LEAs), and State agencies for higher education (SAHEs) receive funds on a formula basis. Eligible partnerships consisting of high-need LEAs and institutions of higher education (IHEs) receive funds that are competitively awarded by the SAHE (see Section F).

In exchange, agencies that receive funds are held accountable to the public for improvements in academic achievement. *Title II, Part A* provides these agencies with the flexibility to use these funds creatively to address challenges to teacher quality, whether they concern teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, teacher retention, or the need for more capable principals and assistant principals to serve as effective school leaders."

The Guidance tab for the Title II-A program contains specific information from the U.S. Department of Education about what a LEA must consider as it designs and implements a project. The narrative portion of the Title II-A application should indicate how the goals and activities of the program, ~~fits~~ into the LEAs school improvement plan and ~~meets~~ the expectations outlined in the Guidance. Detailed information about the Title II-A program can be found in non-regulatory guidance at
http://www.education.ne.gov/Federalprograms/Documents/Title%20II/Title%20II-A/US%20Dept%20of%20Education%20Guidance%202006.pdf

Program Information – Title II, Part A

This program is intended to support activities that will help a LEA secure the services of highly qualified teachers. To that end, fully certified teachers may be hired to reduce class sizes in core academic areas. Funds may also be used to recruit and retain highly qualified teachers.

In addition, professional development activities that are based on scientifically-based research programs may be provided to teachers, principals and paraprofessionals.

Section E-1 in the non-regulatory guidance contains information about the use of Title II-A funds that states:

"For what activities may an LEA use *Title II, Part A* funds? Consistent with local planning requirements and its needs assessment, the *Title II, Part A* program offers an LEA the flexibility to design and implement a wide variety of activities that can promote a teaching staff that is qualified and able to help all students -- regardless of individual learning needs -- achieve challenging State content and academic achievement standards. Funds can also be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts in increasing student academic achievement. For example, the statute specifically authorizes the following types of activities:

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances, as noted in question E-6 of this document).

2. Developing and implementing strategies and activities to recruit, hire, and retain ~~highly~~ qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification.

3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
    a. Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; and
    b. Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.

4. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
    a. Involve collaborative groups of teachers and administrators;
    b. Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;
    c. Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
    d. Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and
    e. Provide training on how to use data and assessments to improve classroom practice and student learning.

5. Developing and implementing initiatives to promote retention of qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.

6. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.

7. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.

8. Hiring qualified teachers, including teachers who become qualified through State and local alternate routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

9. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.

Title II, Part A - Services for Nonpublic School Staff

Nonpublic school teachers, principals, and other educational personnel are eligible to participate in the Title II-A program to the extent that the Local Education Agency (LEA) uses funds to provide for professional development for teachers and other school personnel. As noted in the Non-Regulatory Guidance (NRG) for Title II-A, participation is considered to be equitable if the public and nonpublic educational agencies and institutions: (1) assess, address, and evaluate the needs and progress of both groups of teachers in the same manner; (2) provide approximately the same amount of training and, where appropriate, instruction to teachers with similar needs; (3) spend an equal amount of funds per student to serve public and nonpublic school teachers; and (4) provide nonpublic school teachers with an opportunity to participate in Title II, Part A program activities equivalent to the opportunity provided public school teachers.

The NRG notes, in Item G-8, that Title II-A program funds can support professional development activities for nonpublic school staff members in such areas as: Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills; Training in effectively integrating technology into curricula and instruction; Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students, and; Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children’s education; etc.

Although the NRG indicates that other factors may be considered in determining appropriate expenditure limits for nonpublic school activities, Item G-2 states that many LEAs calculate equal expenditures strictly on the basis of the relative enrollments of public and nonpublic school students. In order to clarify how public and nonpublic schools can determine the amount of money that should be devoted to supporting appropriate services for nonpublic school staff, a Grant Management System (GMS) page has been created to outline the grant calculation process. The chart, supplied by the U. S. Department of Education (USDE), shows the steps which will be taken to determine the program funds assigned to provide equitable participation activities for nonpublic schools. If you need help understanding the process please contact the GMS reviewer at the NDE who approves your GMS application or call the Title II-A office at 402-471-2741.

The chart is designed to help a program director understand how the calculation process should work. The Title II-A NRG suggests two methods can be used to calculate the amount of money which should be available in a program to support professional development activities for nonpublic school staff members. To establish the minimum amount of funds which should be available for equitable services, Item G-4 in the NRG indicates that LEAs should consider what the public school would have spent on professional development in FY 2001 from money provided to the school by the Eisenhower Professional Development and Class-Size Reduction (CSR) programs. This approach must be used when a public school district plans to assign all or most of a Title II-A grant to finance class-size reduction activities or transfer funds to the Title I program. Example A, in the chart linked to this page, shows how this approach would be applied.

A second approach must be considered if the public school plans to expend all, or a significant portion, of its Title II-A program funds, on professional development activities. Example B, on the chart linked to this page, illustrates a situation when this approach is appropriate.

During the GMS Consistency Check process, the grant application system will examine data on the Nonpublic School Participation page chart to determine if the appropriate amount of money has been allocated to fund professional development activities for participating nonpublic school staff members. If that is not the case, the application submission process will be stopped and a red error message will appear on the GMS screen. The application cannot be submitted to the NDE until the problem is resolved. This page must be re-saved before running the Consistency Check whenever changes are made in ANY program within the NCLB Consolidated Grant application.

> The NDE has pre-loaded appropriate information into the chart items on the GMS Title II-A Budget Page entitled “Nonpublic School Participation”. The K-12 student enrollment data for public and participating nonpublic school districts is derived from the 2013-2014 County Membership by Grade report which was prepared by the NDE; i.e. see items A1, A2, A3. Figures placed in B3 were taken from the applicant’s Title II-A Budget Page and show the public school’s intended professional development expenditure plan. The minimum nonpublic school project calculation basis amount, referred to in items C1, was obtained from data showing professional development budget plans made by the applicant for the FY 2001 Eisenhower Professional Development and the Class-Size Reduction Programs. In Section D, the GMS system compares the amount of money the applicant plans to expend on professional development, or B3, with the CSR and Eisenhower minimum allocation figure produced in C1 and expects the applicant to use the larger amount of money in determining the equitable services allocation for the nonpublic school(s). A per pupil rate shown in Line 12 is derived by dividing the total number of students, Line 3, into the amount listed in Line 11. The Equitable Service Allocation amount in E1, or Line 13, is a multiple of Line 12, the per pupil rate and Line

2, the nonpublic school enrollment figure. That figure must appear on the Title II-A Budget Page in the category option of Function Code 02 - Prof. Development (Nonpublic).

Educational Service Units that consort Title II-A funds must manually calculate the minimum amount required for each participating district to be budgeted for any/all nonpublic schools that have indicated a desire to participate in the Title II-A program. NDE will provide a spreadsheet to ESUs having Title II-A consortia.

***NOTE**: In general, food/beverages are not allowable using Federal grant funds but there are some rare occasions when grantees are allowed to do so. In very strict cases, food purchases for conferences and meetings are allowable, albeit there is a very high burden of proof for expending Federal funds to purchase food/beverages. In one case where it may be allowable is for a working lunch if there are no eateries within a reasonable distance. On another very rare occasion, if the conference/meeting goes beyond the dinner hour and again no eateries are available within a reasonable distance, usually in remote areas, it may be allowable. Very clear, concise documentation must be kept to justify that there were no eateries with a reasonable distance and allowable grant activities were conducted during the lunch and/or dinner---an auditor and a program monitor will request this documentation.*

Finally, Federal funds cannot pay for breakfast, snacks, beverages (i.e., coffee, bottled water, sodas, etc.) and, in most cases, lunch or dinner because the general rule is that attendees should eat before and after attending the conference/meeting and food is only for working sessions when allowable.

Staff – Title II, Part A

Instructional Staff Tabs - These pages are designed to identify, by name, all instructional staff funded under this program that are paid a salary. Do not include contracted staff (these belong under Object Code 300). Information on Non-instructional Staff, such as administrators, is entered on a separate page.

- Enter the name of each teacher to be paid by Title II-A funds.
- Enter the name of the building(s) of each teacher's assignment.
- Enter the total contracted salary.
    - Do not include extra-curricular pay or employee benefits.
    - Include the amount to be paid from cafeteria plans in the benefits.
    - If salary negotiations are not complete when this application is filed, teachers' salaries may be estimated.
- Staff being paid with stipends should be listed here. If staff names are known, enter the name followed by “stipend”. If staff that will be paid stipends are unknown at this time, enter “stipends” and enter zero as the FTE.
- Enter the Full Time Equivalent (FTE) of contracted time that the teacher will be assigned and funded by Title II-A. For example, a teacher funded half-time by the district and half-time by Title II-A would be counted as .50 FTE. A half time teacher who only works in Title II-A would be .50 FTE.
    - Multiply the total contracted salary by the percentage listed for each teacher and record the Title II-A salary in the column title "Amount Paid from Title II-A".
- Wherever staff has not yet been hired, write TBA (to be announced) in the name column and file an amendment to your NCLB Consolidated Grant application at a later date when specific staff names can be entered. This amendment, with correct staff identified must be completed prior to requesting any reimbursement of Title II-A funds.

- If funds for substitutes are budgeted, put the word Subs in the name column and put the total substitute budget figure in the right-hand column.

Non-instructional Staff - All non-instructional staff, administrators and recruiters only, that will be paid with Title II-A funds must be included.

Enter the name of each non-teaching employee to be paid by Title II-A.

Time and effort logs are required for Title II-A staff if any portion of their salary is paid from Federal funds, including extended time (i.e., Administrators, Clerical, etc.). The time and effort logs must be maintained or salaries will be disallowed. Reimbursement should be made only for hours that are properly documented.

When all the staff data has been entered, click the "Calculate Total" button and save. Note: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page. Total salary amounts listed on the Staff page must match those entered in Object Code 100 on the Budget Detail page.

Operational Equipment/Capital Outlay – Title II, Part A

Under the Allowable Costs section of the Title II-A Non-Regulatory Guidance, item E-10 notes that "…funds may be used to purchase materials and supplies used in professional development activities, including the materials (such as graphing calculators) that a teacher will need in order to apply the professional development in a classroom setting. However, *Title II, Part A* does not permit the use of program funds to purchase materials and supplies (e.g., graphing calculators) that, although they may benefit students, are not directly connected to the teachers' professional development." During a webinar on May 29, 2013 staff from the U. S. Department of Education further clarified that agency's position on the matter by stating that the purchase of such items as iPads, computers, SMART Boards, and projectors is not considered to be reasonable or necessary. They indicated that it was impossible to control the usage of the items to only those activities that would be allowable under the Title II-A program. As a result, the USDE recommended that state education agencies restrict Title II-A program funds from being used to purchase items. Information about the webinar can be found at the following website address:
http://www.education.ne.gov/Federalprograms/ESEA_NCLB_Programs.html

As indicated in the Department's Program Budgeting, Accounting, and Reporting System for Nebraska School Districts:
(http://www.education.ne.gov/fos/SchoolFinance/AFR/Downloads/1415/2015UsersManual.pdf)
Operational equipment is any instrument, machine, apparatus or set of articles that meets the following:

a) Under normal conditions of use can be expected to last longer than a year,
b) Does not lose its identity through fabrication or incorporation into a different or more complex unit,
c) Is non-expendable (more feasible to repair the item than to replace),
d) Retains its appearance and character through use,
e) Is of significant value, and/or may be
f) Small and attractive.

Operational equipment items costing $5,000 or more must be capitalized (depreciated). In the grants management system, only equipment that has a unit cost of $5,000 or more can be budgeted in Object Code 500 on the Budget Detail page for any program (NCLB, Career Ed, Early Childhood, etc.) The Program Budgeting, Accounting, and Reporting System for Nebraska School Districts Users' Manual (Nebraska Department of Education, revised annually) is available at:
http://www.education.ne.gov/fos/SchoolFinance/AFR/Downloads/1415/2015UsersManual.pdf
Operational equipment items costing at least $5,000 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently auditors have added "small and attractive" to the definition of what equipment needs to be inventoried. Some Federal programs have specific guidance regarding equipment itemization and inventory requirements.

Acquisition cost of an item of purchased equipment means the net invoice unit price of the equipment including the cost of modifications, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as cost of installation, transportation, taxes, duty or protective in-transit insurance shall be included or excluded from the unit acquisition cost in accordance with the grantee's regular accounting practice.

Some grant programs have specific requirements regarding the disposition of equipment purchased through a grant when that program ends. Contact the Department program staff for further information.

For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment. When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment.

All equipment purchased with state or Federal funds must be in accordance with the regulations of the funding source. Some Federal programs have specific prohibitions or limitations on equipment purchases. The equipment purchased must be reasonable and necessary to effectively operate the program.

An application for a grant may require a description of the need for equipment and how such equipment will be used. Equipment, as well as associated costs, must be included in an approved budget or amendment prior to purchase.

In the boxes below each Operational Equipment and Capital Outlay section, enter the school building where the item(s) are located in the "Location" box. Enter the unit cost for each item, and the number of items being purchased. Calculate the total cost for all items listed in that section.

Lease purchases of equipment are authorized by some programs. Lease purchases that span more than one grant period are permissible. Costs can be recovered from more than one period of grant funds. The following provisions should be understood related to such situations:

- Documentation should be retained that substantiates the decision to enter into a lease purchase agreement rather than a direct purchase;
- Grant continuation cannot be guaranteed;
- Grant recipients must keep financial and programmatic records that document the disbursement of funds associated with the agreement; and
- Lease purchases must be budgeted as purchased services rather than equipment.

In the current State and Federal Grant Management Requirements and Guidance, (http://www.education.ne.gov/gms2/index.html) the Department established consistent guidance for defining and budgeting for equipment purchases for all state and Federal grants. Applicants are required to itemize proposed equipment purchases that have an item cost of $5,000 or more.

NCLB allows only the purchase of equipment that is necessary to meet the program goals and activities.

Budget Detail – Title II, Part A

Overview

The NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the goal from each of the five tabs under the GOALS AND NEEDS that the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part A, and Title II, Part A funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page for each of these programs.

On the budget detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEEDS pages. The Budget Summary page will aggregate the data into one budget.

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. **Coordination of Services** can be used for administrative staff time that is allocated to program coordination and technical assistance activities such as: providing professional development, developing and modeling practices, organizing and conducting program specific activities, mentoring staff, and assisting with program evaluation

NOTE: Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits.

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired.

For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. These are the same major object codes used with the former paper applications for NCLB programs.

A district may elect to split the funds for an allowable activity between several goals. For example, a summer program might be the allowable activity used for goal 1 – Improving Student Performance, or the costs of the summer program might be split between goal 1 and goal 4 – Student Populations. This is a district decision. The next page of the system will present a summary budget with all of the lines for “summer programs” added together.

It is required to budget some funds under every goal entered in the five GOALS AND NEEDS pages. The system will only accept whole dollar amounts.
Indirect Costs - The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.

For additional information on indirect costs, refer to the current State and Federal Grant Management Requirements and Guidance, (http://www.education.ne.gov/gms2/index.html)

Allowable Activities for Title II, Part A are:

Administration
Professional Development (Public and Nonpublic)
Class-Size Reduction Teachers (Public Schools Only)
Recruit Highly Qualified Teachers
Recruit Highly Qualified Principals
Recruit Qualified Paraprofessionals
Retain Highly Qualified Teachers
Retain Highly Qualified Principals
Coordination of Services

At the beginning of the 2013-14 Title II-A program period, staff members from the Office of Academic Improvement and Teacher Quality Programs (AITQ) at the U.S, Department of Education issued a directive which revised rules about purchasing technology equipment. In previous years, the standard advice given to people was that the items had to be directly related to professional development activities authorized by the program and be appropriate under the "reasonable and necessary" clause that is applied to various Federal program issues. The new directive is that the program should pay for the "professional development and not the technology." related to the training process. Specific items mentioned in the reference to technology included computers, laptops, IPads, smart boards, cameras and projectors. We have been told that the AITQ is reacting to an audit in some states where the auditors issued a finding, with the intent of having the district repay the Title II-A program for technology purchases, because it could not prove that procedures had been established that prevented teachers and others from using the technology to do things that were not associated with the Title II-A training project. In effect the AITQ has instituted a standard of usage for technology purchases that cannot be met in any typical situation.

As a result of a federal review of Nebraska's Title II-A program, some districts will be required to budget Title II-A funds in excess of the minimum listed for their nonpublic schools. Agreements were reached with each identified nonpublic school regarding any additional amounts to be budgeted over the next five years. These Title II-A funds will be added to the minimum amounts listed at the bottom of the Nonpublic School Participation Page, within the Title II-A Budget section of the application and the total will be entered using a Professional Development (Nonpublic) Function Code on the Budget Detail page . This will reduce the amount of Title II-A funds available each year for use by the public school district until the total amount agreed upon is budgeted.

Budget Summary – Title II, Part A

The Budget Summary page lists all of the information from the Budget Detail page. No data can be entered here. **Before leaving the Budget Summary page, check the following:**

Information was entered on the Staff pages if funds are budgeted under Object Code 100. NOTE: **Salary totals entered under Object Code 100 on the Budget Detail page must match the total salary amount for all staff listed on the Staff pages.**

Title III – Limited English Proficient (LEP)

<u>Guidance – Title III, Limited English Proficient (LEP)</u>

The Guidance page for each NCLB program provides the purposes of that program as defined in No Child Left Behind (P. L. 110-107).

Program Information – Title III, Limited English Proficient (LEP)

The purpose of this program is to help children attending public or nonpublic schools that are limited English proficient attain English proficiency, develop high levels of academic attainment in English and meet state content standards.

Under Title III, the following activities are required:

- Providing high-quality language instruction educational programs that are based on scientifically based research to increase English proficiency and student academic achievement in the core curriculum.
- Providing high-quality professional development.
    - The NCLB professional development goal must be checked and funded for Title III recipients.

Other authorized activities include:

- Upgrading program objectives and effective instruction strategies.
- Identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Providing tutorials and academic or vocational education.
- Developing and implementing language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English proficiency and academic achievement of children with limited English proficiency.
- Providing community participation programs, family literacy services, and parent outreach and training activities to children with limited English proficiency and their families.

Improving the instruction of children with limited English proficiency by providing for:
The acquisition or development of educational technology or instructional materials access to, and participation in, electronic networks for materials, training, and communication.

<u>Instructional Programs: Regular School Term</u>
Check all programs that a school district administers as part of their language instruction educational program. Under NCLB, a "language instruction educational program" means an instructional course in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting State content standards.

Bilingual Programs include:

Dual Language – Instruction where both English speakers and native language speakers receive content and Language Arts instruction in English and the identified native language.

Two Way Immersion – These programs are designed to serve both language minority and language majority students concurrently. Instruction is delivered through both languages.

Transitional Bilingual – Instructional programs where all students speak the same native language. The language of instruction may initially be in the native language of the students with quick progression to all or most instruction through English. Native language skills are developed only to assist the transition to English.

Heritage Language Preservation – The language a person regards as their native, home, and/or ancestral language is the heritage language. This covers indigenous languages (American Indian languages). Heritage Language Preservation programs involve language revitalization efforts for students who want to either learn or relearn their heritage language.

Other – If the language instruction educational program includes a bilingual method other than one described above, please explain the program in the space provided.

English Language Learner (ELL) Programs include:

English as a Second Language (ESL) —Push-In and Pull-Out - An instructional course in which a child is placed for the purpose of developing and attaining English proficiency. Students receive targeted language services within the general education classroom (Push-In) or are pulled out of the classroom to receive instruction (Pull-Out).

Sheltered English Instruction – Students learn content subject matter through the use of English that is adapted to the students' proficiency level and supplemented by gestures, visual aids, and other means of contextualizing the content subjects.

Structured English Immersion – Students receive all of their subject matter instruction in their second language (English). The teacher uses a simplified form of the second language to assist in comprehension.

Other - If the language instruction educational program includes an ESL method other than one described above, please explain the program in the space provided.

Staff – Title III, Limited English Proficient (LEP)

Instructional Staff - These pages are designed to identify, by name, all instructional staff funded under this program that are on salary. Do not include contracted staff (these belong under Object Code 300). Information on Non-instructional Staff, such as paraprofessionals, is entered on a separate page.

This page requires the identification of all instructional staff to be paid by Title III funds in LEP programs.

- Enter the name of each teacher to be paid by Title III funds. Enter the name of the building(s) of each teacher's assignment.
- Enter the total contracted salary.
  - Do not include extra-curricular pay or employee benefits.
  - Include the amount to be paid from cafeteria plans.
  - If salary negotiations are not complete when this application is filed, teachers' salaries may be estimated.
- Staff being paid with stipends should be listed here. If staff names are known, enter the name followed by "stipend". If staff that will be paid stipends are unknown at this time, enter "stipends", you may enter zero as the FTE.
- Enter the Full Time Equivalent (FTE) of contracted time that the teacher will be assigned and funded by Title III. For example, a teacher funded half-time by the district and half-time by Title III would be counted as .50 FTE. A half time teacher who only works in Title III would be .50 FTE.
  - Multiply the total contracted salary by the percentage listed for each teacher and record the Title III salary in the column title "Amount Paid from Title III". Include staff for Title III summer activities, if applicable. Write "Summer" in the Assigned Building space. Wherever staff has not yet been hired, write TBA (to be announced) in the name column.

Non-instructional Staff - All non-instructional staff, including administrators, clerical, bookkeepers, paraprofessionals that are paid with Title III funds must be included.

Enter the name of each non-teaching employee to be paid by Title III.

Time and effort logs are required for Title III staff if any portion of their salary is being paid from Federal funds, including extended time (i.e., Administrators, Clerical, etc.). The time and effort logs must be maintained or salaries will be disallowed. Reimbursement should be made only for hours that are properly documented. Use the pull-down menu to indicate the appropriate type of staff and enter the amount of salary to be paid by Title III. Include non-teaching staff for the Title III summer activities, if applicable, and identify them as "summer" in the first (name) column.

When all the staff data has been entered, click the "Calculate Total" button and save. Note: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page. Salary totals entered under Object Code 100 on the Budget Detail page must match the total salary amount for all staff listed on the Staff pages.

Operational Equipment/Capital Outlay – Title III, Limited English Proficient (LEP)

As indicated in the Department's Program Budgeting, Accounting, and Reporting System for Nebraska School Districts:
(http://www.education.ne.gov/fos/SchoolFinance/AFR/Downloads/1415/2015UsersManual.pdf)
Operational Equipment is any instrument, machine, apparatus or set of articles that meets the following:

a) Under normal conditions of use can be expected to last longer than a year,
b) Does not lose its identity through fabrication or incorporation into a different or more complex unit;
c) Is non-expendable (more feasible to repair the item than to replace),
d) Retains its appearance and character through use,
e) Is of significant value, and/or may be
f) Small and attractive.

Operational equipment items costing $5,000 or more must be capitalized (depreciated). In the grants management system, only equipment that has a unit cost of $5,000 or more can be budgeted in Object Code 500 on the Budget Detail page for any program (NCLB, Career Ed, Early Childhood, etc.

Operational equipment items costing at least $5,000 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently auditors have added "small and attractive" to the definition of what equipment needs to be inventoried. Some Federal programs have specific guidance regarding equipment itemization and inventory requirements.

Acquisition cost of an item of purchased equipment means the net invoice unit price of the equipment including the cost of modifications, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as cost of installation, transportation, taxes, duty or protective in-transit insurance shall be included or excluded from the unit acquisition cost in accordance with the grantee's regular accounting practice.

Some grant programs have specific requirements regarding the disposition of equipment purchased through a grant when that program ends. Contact the Department program staff for further information.

For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment. When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment.

All equipment purchased with state or Federal funds must be in accordance with the regulations of the funding source. Some Federal programs have specific prohibitions or limitations on equipment purchases. The equipment purchased must be reasonable and necessary to effectively operate the program.

An application for a grant may require a description of the need for equipment and how such equipment will be used. Equipment, as well as associated costs, must be included in an approved budget or amendment prior to purchase.

In the boxes below each Operational Equipment and Capital Outlay section, enter the school building where the item(s) are located in the "Location" box. Enter the unit cost for each item, and the number of items being purchased. Calculate the total cost for all items listed in that section.

Lease purchases of equipment are authorized by some programs. Lease purchases that span more than one grant period are permissible. Costs can be recovered from more than one period of grant funds.
The following provisions should be understood related to such situations:

- Documentation should be retained that substantiates the decision to enter into a lease purchase agreement rather than a direct purchase;
- Grant continuation cannot be guaranteed;
- Grant recipients must keep financial and programmatic records that document the disbursement of funds associated with the agreement; and
- Lease purchases must be budgeted as purchased services rather than equipment.

In the current State and Federal Grant Management Requirements and Guidance: ***http://www.education.ne.gov/gms2/index.html*****,** the Department established consistent guidance for defining and budgeting for equipment purchases for all state and Federal grants.

Budget Detail – Title III, Limited English Proficient (LEP)

Overview - The NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the goal from each of the five tabs under the GOALS AND NEEDS that the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part A, and Title II, Part A funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page for each of these programs.

On the budget detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEEDS pages.

NOTE: Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits).

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired.

For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. These are the same major object codes used with the former paper applications for NCLB programs.

A district may elect to split the funds for an allowable activity between several goals. For example, a summer program might be the allowable activity used for goal 1 – Improving Student Performance, or the costs of the summer program might be split between goal 1 and goal 4 – Student Populations. This is a district decision. The next page of the system will present a summary budget with all of the lines for "summer programs" added together.

It is required to budget some funds for every goal entered in the five GOALS AND NEEDS pages. The system will only accept whole dollar amounts.

Indirect Costs - The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.

For additional information on indirect costs refer to the current State and Federal Grant Management Requirements and Guidance; (http://www.education.ne.gov/gms2/index.html)

Coordination of Services – Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. **Coordination of Services** can be used for administrative staff time that is allocated to program coordination and technical assistance activities such as: providing professional development, developing and modeling practices, organizing and conducting program specific activities, mentoring staff, and assisting with program evaluation.

Title III specific - Title III, Limited English Proficient has a specific limitation on administrative costs. The total amount of administrative costs includes both direct administrative costs and indirect costs. The system will calculate the allowable amount for administrative costs that does not exceed the 2% limitation. In addition to using Title III funds for supplementing the Language Instruction Educational Program (LIEP), the Title III LEP grant requires that a portion of the funds be budgeted for high-quality professional development for teachers and other staff that is designed to improve the instruction and assessment of limited English proficient children.

Allowable Activities (Function Codes in Budget Detail) for Title III (LEP) are:

Administration – (2% limit-including indirect costs)
Instruction (Public)
Instruction (Nonpublic)
Summer
Curriculum Materials
Tutorials
Coordination of Services
Nonpublic Services
Parent Involvement
Professional Development (an amount must be budgeted)

Budget Summary – Title III, Limited English Proficient (LEP)

The Budget Summary page lists all of the information from the Budget Detail page. No data can be entered here. **Before leaving the Budget Summary page, check the following: Any salary amounts entered on the Staff page must match amounts entered under Object Code 100 of the Budget Detail page. The Capital Outlay page must be completed if budgeting for equipment, other than installation costs, under Object Code 400 or 500.**

Title III – Immigrant Education (IE)

Guidance – Title III – Immigrant Education (IE)

The Guidance page for each NCLB program provides the purposes of that program as defined in No Child Left Behind (P. L. 110-107).

Program Information – Title III – Immigrant Education (IE)

The purpose of this program is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. The term immigrant children and youth, which is defined in Section 3301 (6) of Title III, means individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. Activities authorized under this program include:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- Support for personnel, including teacher aides, who have been specifically trained, or are being trained, to provide services to immigrant children.
- Provision of tutorials, mentoring, and academic or career counseling.
- Identification and acquisition of curricular materials, educational software and technologies.
- Basic instructional services directly attributable to the presence of immigrant children, including the payment of costs of providing additional classroom supplies, costs of transportation, or other such costs.
- Other instructional services that are designed to assist immigrant children achieve in school, such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children by offering comprehensive community services.

Staff – Title III – Immigrant Education (IE)

Instructional Staff - This page requires the identification of all instructional staff to be paid by Title III funds in IE programs.

- Enter the name of each teacher to be paid by Title III funds.
- Enter the name of the building(s) of each teacher's assignment.
- Enter the total contracted salary.
    - Do not include extra-curricular pay or employee benefits.
    - Include the amount to be paid from cafeteria plans.

    - If salary negotiations are not complete when this application is filed, teachers' salaries may be estimated.
- Staff being paid with stipends should be listed here. If staff names are known, enter the name followed by “stipend”. If staff that will be paid stipends are unknown at this time, enter “stipends”, you may enter zero as the FTE.
- Enter the Full Time Equivalent (FTE) of contracted time that the teacher will be assigned and funded by Title III. For example, a teacher funded half-time by the district and half-time by Title III would be counted as .50 FTE. A half time teacher who only works in Title III would be .50 FTE.
    - Multiply the total contracted salary by the percentage listed for each teacher and record the Title III salary in the column title "Amount Paid from Title III". Include staff for Title III summer activities, if applicable. Write "Summer" in the Assigned Building space.
- Wherever staff has not yet been hired, write TBA (to be announced) in the name column.

Non-instructional Staff - All non-instructional staff, including administrators, clerical, bookkeepers, paraprofessionals that are paid with Title III funds must be included.

Enter the name of each non-teaching employee to be paid by Title III.

Time and effort logs are required for Title III staff if any portion of their salary is paid with Federal funds, including extended time (i.e., Administrators, Clerical, etc.). The time and effort logs must be maintained or salaries will be disallowed. Reimbursement should be made only for hours that are properly documented.

When all the staff data has been entered, click the “Calculate Total” button and save. Note: The system does not carry this information to the Budget Detail page. The applicant may need to refer back to this page for totals when completing the Budget Detail page. Salary totals entered under Object Code 100 on the Budget Detail page must match the total salary amount for all staff listed on the Staff pages.

Operational Equipment/Capital Outlay – Title III – Immigrant Education (IE)

To bring this guidance in line with the Department’s Program Budgeting, Accounting, and Reporting System for Nebraska School Districts: http://www.education.ne.gov/gms2/index.html, the grants management system instructions have been changed. Operational Equipment is any instrument, machine, apparatus or set of articles that meets the following:

a) Under normal conditions of use can be expected to last longer than a year,
b) Does not lose its identity through fabrication or incorporation into a different or more complex unit,
c) Is non-expendable (more feasible to repair the item than to replace),
d) Retains its appearance and character through use,
e) Is of significant value, and/or may be
f) Small and attractive

Equipment items costing $5,000 or more must be capitalized (depreciated). In the grants management system, only equipment that has a unit cost of $5,000 or more can be budgeted in Object Code 500 on the Budget Detail page for any program (NCLB, Career Ed, Early Childhood, etc.).

Equipment items costing at least $1,500 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently auditors have added “small and attractive” to the definition of what equipment needs to be inventoried. Some Federal programs have specific guidance regarding equipment itemization and inventory requirements.

Acquisition cost of an item of purchased equipment means the net invoice unit price of the equipment including the cost of modifications, accessories or auxiliary apparatus necessary to make the equipment usable for the purpose for which it was acquired. Other charges such as cost of installation, transportation, taxes, duty or protective in-transit insurance shall be included or excluded from the unit acquisition cost in accordance with the grantee's regular accounting practice.

Some grant programs have specific requirements regarding the disposition of equipment purchased through a grant when that program ends. Contact the Department program staff for further information.

For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment. When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment.

All operational equipment purchased with state or Federal funds must be in accordance with the regulations of the funding source. Some Federal programs have specific prohibitions or limitations on equipment purchases. The equipment purchased must be reasonable and necessary to effectively operate the program.

An application for a grant may require a description of the need for equipment and how such equipment will be used. Equipment, as well as associated costs, must be included in an approved budget or amendment prior to purchase.

In the boxes below each Operational Equipment and Capital Outlay section, enter the school building where the item(s) are located in the "Location" box. Enter the unit cost for each item, and the number of items being purchased. Calculate the total cost for all items listed in that section.

Lease purchases of equipment are authorized by some programs. Lease purchases that span more than one grant period are permissible. Costs can be recovered from more than one period of grant funds. The following provisions should be understood related to such situations:

- Documentation should be retained that substantiates the decision to enter into a lease purchase agreement rather than a direct purchase;
- Grant continuation cannot be guaranteed;
- Grant recipients must keep financial and programmatic records that document the disbursement of funds associated with the agreement; and
- Lease purchases must be budgeted as purchased services rather than equipment.

In the current State and Federal Grant Management Requirements and Guidance, (http://www.education.ne.gov/gms2/index.html) the Department established consistent guidance for defining and budgeting for equipment purchases for all state and Federal grants. Applicants are required to itemize proposed equipment purchases that have an item cost of $5,000or more.

NCLB allows only the purchase of equipment that is necessary to meet the program goals and activities.

Budget Detail – Title III – Immigrant Education (IE)

Overview - The NCLB Consolidated Application is designed to connect the use of Federal funds to the identified goals and needs of the district. The system will transfer the goal from each of the five tabs under the GOALS AND NEEDS that the applicant indicated it would be using program funds. If an applicant indicated that it would be using Title I, Part A, and Title II, Part A funds to support the goal of improving student achievement; that goal will appear on the Budget Detail page for each of these programs.

On the budget detail page, the applicant will identify the specific activities to be used to support each of the goals from the GOALS AND NEED pages.

NOTE: Districts budgeting funds in the 100 object code (salaries) are encouraged to also budget funds in the 200 object codes (employee benefits).

Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. For each activity, the applicant must indicate the anticipated total costs and then break out the costs by the major object codes. These are the same major object codes used with the former paper applications for NCLB programs.

A district may elect to split the funds for an allowable activity between several goals. For example, a summer program might be the allowable activity used for goal 1 – Improving Student Performance, or the costs of the summer program might be split between goal 1 and goal 4 – Student Populations. This is a district decision. The next page of the system will present a summary budget with all of the lines for "summer programs" added together.

It is required to budget some funds for every goal entered in the five GOALS AND NEEDS pages. The system will only accept whole dollar amounts.

Coordination of Services – Beneath each goal is a pull-down box. A list of the allowable activities that are specific to each program is provided. The applicant can select as many allowable activities as desired. **Coordination of Services** can be used for administrative staff time that is allocated to program coordination and technical assistance activities such as: providing professional development, developing and modeling practices, organizing and conducting program specific activities, mentoring staff, and assisting with program evaluation.

Indirect Costs - The system will provide the indirect cost rate for each district or ESU on the budget pages. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. Note: if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law. For additional information on indirect costs refer to the current State and Federal Grant Management Requirements and Guidance: http://www.education.ne.gov/gms2/index.html)

Title III specific - Title III Immigrant Education has a specific limitation on administrative costs. The total amount of administrative costs includes both direct administrative costs and indirect costs. The system will calculate the allowable amount for administrative costs that does not exceed the 2% limitation.

Allowable Activities (Function Codes in Budget Detail) for Title III (IE) are:

Parent Involvement
Support for Personnel
Tutorials
Curricular Materials
Instruction (Public)
Community Services

Coordination of Services
Nonpublic Services
Administration
Professional Development

Budget Summary – Title III – Immigrant Education (IE)

The Budget Summary page lists all of the information from the Budget Detail page. No data can be entered here. **Before leaving the Budget Summary page, check the following:**
Any salary amounts entered on the Staff page must match amounts entered under Object Code 100 of the Budget Detail page. The Capital Outlay page must be completed if budgeting for equipment, other than installation costs, under Object Code 400 or 500.