



2017-18
ESSA Consolidated
Application



GMS Login

<https://nde.mtwgms.org/NDEGMSWebv02/logon.aspx>

ANNOUNCEMENTS

Please bookmark this logon page as the access through the portal is unavailable.

Users will need to set their password when logging in the first time using the following steps:

1. Type your email address in the Username/Email text box
2. Click "Forgot OR Change"
3. Follow the directions found in the pop-up window

A New GMS User Guide can be found on the GMS webpage to provide additional assistance to users in accessing the new GMS environment: <https://www.education.ne.gov/gms2/index.html>

NOTICE OF FUNDING AVAILABILITY

Due October 16: The 2018-2019 LEP/Poverty Plans - Contact Richard Schoonover at 402-699-6912 or schoonoverconsulting672@cox.net

The U.S. Department of Education has decreased the allocations to Nebraska for the Federal programs that reside within the new ESSA Consolidated application. Since these allocations will need to be recalculated by NDE, the 2018 ESSA Consolidated application will not open until mid-October.

Due November 30: The 2017-2018 Title I Accountability Grant - Only schools identified as being in improvement in Year 2 or more will receive funding for the 2017-18 school year. Questions can be directed to the NDE Title I Accountability Reviewer assigned to your district. **The Contact Us Link is located at the bottom of each application page.**

INFORMATION

All documents uploaded to GMS applications and reimbursement requests must be in a valid file type which includes .doc, .docx, .pdf, .xls, or .xlsx. The file name should not include special characters (\$, # , & , ').

Please ensure that all reimbursement requests have supporting documentation including employee name(s) for salaries and benefits paid and vendor name(s) and transaction description(s) for all other expenditures being claimed.

The reimbursement request form for the 2017-18 SPED IDEA Consolidated Grant Program is being updated and will not be available for use until November 1. This notice will be updated if the form is completed before November 1.

TRAINING

- The New GMS Front Door Webinar-RECORDING
- District Admin GMS Security Webinar-RECORDING

LOGIN

Username/Email

Password [Forgot | Change](#)

[New User](#)

UPCOMING

October 2017

August 1, 2017 - October 16, 2017
Open: 2018-2019 LEP/Poverty Plans

September 27, 2017 - November 30, 2017
Open: 2017-2018 Title I Accountability Grant



For additional information please contact the Nebraska Department of Education
[Contact Us](#)



GMS Access Select

- To create an application, find “ESSA Consolidated” under “Formula Grant.”
- Select “Create.”

GMS Access Select

12-0056 DAVID CITY PUBLIC SCHOOLS [Click for Instructions](#)

Select Fiscal Year: 2018

Created

Formula Grant

Application Name	Revision	Status	Date	Actions				
SPEED IDEA Consolidated (Base, E/P, Preschool, CEIS, Nonpublic)	Original Application	Final Approved View GAN	8/11/2017	Open	Amend	Payments	Review Summary	Delete Application

Consolidated Plan

Application Name	Revision	Status	Date	Actions			
LEP and Poverty Plans	Original Application	Final Approved View GAN	11/2/2016	Open	Amend	Review Checklist	Delete Application

Competitive Grant

Application Name	Revision	Status	Date	Actions				
Perkins reVISION Initial Grant	Original Application	Final Approved View GAN	8/16/2017	Open	Amend	Payments	Review Summary	Delete Application

Non Funded

There currently aren't any Non Funded applications created.

Available

Formula Grant

ESSA Consolidated	Submissions due by 1/5/2018	Create
Title I Accountability Funds	Submissions due by 11/30/2017	Create
Title IC - Migrant	Submissions due by 12/20/2017	Create
Title ID State N or D	Submissions due by 1/31/2018	Create

Consolidated Plan

There currently aren't any Consolidated Plan applications available.

Competitive Grant

There currently aren't any Competitive Grant applications available.

Non Funded

There currently aren't any Non Funded applications available.



GMS Access Select

- Logging in after the application has been created:
 - Find “ESSA Consolidated.”
 - Select “Open” or “Review Summary.”

Click to Return to Menu List / Sign Out

GMS Access Select

09-0010 AINSWORTH COMMUNITY SCHOOLS [Click for Instructions](#)

Select Fiscal Year: 2018

Created

Formula Grant

Application Name	Revision	Status	Date	Actions				
ESSA Consolidated	Original Application	Not Submitted		Open	Amend	Payments	Review Summary	Delete Application

Consolidated Plan

Application Name	Revision	Status	Date	Actions			
LEP and Poverty Plans	Original Application	Final Approved View GAN	11/17/2016	Open	Amend	Review Summary	Delete Application

Competitive Grant

There currently aren't any Competitive Grant applications created.

Non Funded

There currently aren't any Non Funded applications created.

Available

Formula Grant

Title I Accountability Funds Submissions due by XXXXXXXXXX [Create](#)

Consolidated Plan

There currently aren't any Consolidated Plan applications available.

Competitive Grant

There currently aren't any Competitive Grant applications available.

Non Funded

There currently aren't any Non Funded applications available.

Review Summary



- To view “Review Summary” select one of the radio buttons.
 - Applicants may view the “Review Summary” while working on completing application.

Review Summary
Latest submission to NDE occurred on:

Round 1				
Select	Stop	Group	Staff	Status
	1	Data Entry Access	LEA User	
	2	District Administrator	LEA User	
<input type="radio"/>	3	NDE Reviewer	Karen Hardin	Preassignment
<input type="radio"/>	4	NDE Leadership	Diane Stuehmer	Preassignment

[Review Checklist](#)



ESSA Overview page

- Provides a list of grants included in the ESSA Consolidated Application.
- Includes the “Purpose” to be supported by grants in this application.



Applicant: 2017-2018 ESSA Consolidated - 00- Original Application Consolidated Application ESSA Consolidated - 4201 [Printer-Friendly](#)

Application Cycle: [Click to Return to CMS Access/Select Page](#) [Click to Return to Menu List / Sign Out](#)

Overview	Allocations	Contact Information	District Goals and Needs	Improvement Plans	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
-----------------	-------------	---------------------	--------------------------	-------------------	------------	-----------------------	--------	---------------------	-------------------	-------------------

ESSA Consolidated - Overview [Click for Instructions](#)

Program: The ESSA Consolidated Application includes the annual applications for:

- Title I, Part A** Improving the Academic Achievement of the Disadvantaged (CFDA #84.010A)
- Title I, Part D** Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk (CFDA #84.010D)
- Title II, Part A** Supporting Effective Instruction (CFDA #84.367A)
- Title III** English Language Acquisition (CFDA #84.365A)
- Title III** Immigrant Education (CFDA #84.365)
- Title IV, Part A** Student Support and Academic Enrichment (CFDA #84.424A)

Purpose:

In 2014, Nebraska implemented A Quality Education System, Today and Tomorrow (AQuESTT) Accountability System for public schools and districts. The six AQuESTT tenets are College and Career Ready; Assessment; Educator Effectiveness; Positive Partnerships, Relationships, and Student Success; Transitions; and Educational Opportunities and Access. The State Board of Education believes these tenets represent key investments that are necessary for a quality education system. The tenets reflect effective practices for schools that will promote success for every student.

1. All students will perform to a high level of achievement.
2. All students will be taught by quality staff.
3. All students will learn in a safe, supportive learning environment.
4. All schools and NDE will be learning organizations. This is, involved in a continuous improvement process. Throughout the goals are themes that support student learning and high achievement with an emphasis on coordination and integration, accountability, and equity which include:
 - Professional development,
 - Using technology to improve achievement, and
 - Parent/family literacy and involvement.

Federal Formula Grants Program Type:
Public Law 114-95, the Every Student Succeeds Act of 2015 Legislation



ESSA ALLOCATIONS PAGE

- Lists allocations received by applicant.
- No limit on amount of funds that can be transferred. (Funds can't be transferred out of Title I.)

Applicant: **2017-2018 ESSA Consolidated - 00- Original Application** Consolidated Application | ESSA Consolidated - 4201 Printer-Friendly
Click to Return to CMS Access/Select Page
Click to Return to Menu List / Sign Out

Overview | **Allocations** | Contact Information | District Goals and Needs | Improvement Plans | Assurances | Amendment Description | Submit | Application History | Page Lock Control | Application Print

Allocations [Instructions](#)

Grant Award Notification	TitleI-4200	TitleIIA-4310	TitleIII-LEP-4925	TitleIII-IE-4926	TitleIV-4967	TitleID-4230
Current Year Funds						
Allocation	\$8,777,560	\$1,128,323	\$451,784	\$44,676	\$13,497,900	\$98,155
ReAllocated (+)	\$0	\$0	\$0	\$0	\$0	\$0
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0
Total Current Year Funds	\$8,777,560	\$1,128,323	\$451,784	\$44,676	\$13,497,900	\$98,155
Prior Year(s) Funds						
Carryover (+)	\$0	\$0	\$0	\$0	\$0	\$0
ReAllocated (+)	\$80,873	\$12,206	\$3,175	\$314	\$0	\$3,781
Released (-)	\$0	\$0	\$0	\$0	\$0	\$0
Total Prior Year(s) Funds	\$80,873	\$12,206	\$3,175	\$314	\$0	\$3,781
Sub Total	\$8,858,433	\$1,140,529	\$454,959	\$44,990	\$13,497,900	\$101,936
Multi-District						
Transfer In (+)	\$0	\$0	\$0	\$0	\$0	\$0
Transfer Out (-)	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Agent						
Adjusted Sub Total	\$8,858,433	\$1,140,529	\$454,959	\$44,990	\$13,497,900	\$101,936

Complete the section below to notify the SEA that the applicant is transferring or flexing funds per the provisions of the State and Local Transferability Act. Guidance on Transferability is available at <http://www.ed.gov/programs/transferability/finalsummary04.doc>. Guidance on REAP/Flex is available at <http://www.ed.gov/policy/elsec/elsec/resp03guidance.doc>

Funds Available for Transfer/Flex	TitleI-4200	TitleIIA-4310	TitleIII-LEP-4925	TitleIII-IE-4926	TitleIV-4967	TitleID-4230
Applicable Percentage	0%	0%	0%	0%	0%	0%
Current Year	\$0	\$0	\$0	\$0	\$0	\$0
Cap for Carryover	\$0	\$0	\$0	\$0	\$0	\$0
Total Available for Transfer/Flex	\$0	\$0	\$0	\$0	\$0	\$0
From TitleIIA-4310 (+)	0	0	0	0	0	0
Total Transfer/Flex	\$0	\$0	\$0	\$0	\$0	\$0

Release Remaining Funds to NDE

Net Adjustment	\$0	\$0	\$0	\$0	\$0	\$0
Total Available for Budgeting	\$8,858,433	\$1,140,529	\$454,959	\$44,990	\$13,497,900	\$101,936

Calculate Totals | Save Page



Contact Information

- No changes to this page—enter appropriate contact information.

Applicant: Consolidated Application ESSA Consolidated - 4201
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Overview Allocations **Contact Information** District Goals and Needs Improvement Plans Assurances Amendment Description Submit Application History Page Lock Control Application Print

ESSA Consolidated - Contact Information [Click for Instructions](#)

By signing the Assurances page the applicant confirms that the Dun and Bradstreet Data Universal Number System Number (DUNS Number) for the receiving entity is as follows:

072898737

Authorized Representative: (NDE considers the Superintendent to be the Authorized Representative). *Required fields.

First Name*
Last Name*
Phone* Extension
E-Mail*
Fax

Check this box if the Title I, Part A Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Title I, Part D Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Title II, Part A Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Title III, English Learner (EL) Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Title III, Immigrant Education District Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Title IV-SSAE Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Homeless Education Contact is someone other than the Authorized Representative listed above and complete the information.

Check this box if the Financial Contact is someone other than the Authorized Representative listed above and complete the information.

[Save Page](#)



Contact Information

- Homeless Education Contact
 - If a name is not entered, by default the superintendent is Homeless Contact.
 - Training required for Homeless Contact:
 - Provided via electronic modules.
 - Applicants will be contacted by NDE's Homeless Liaison, Cathy Mohnike.



District Goals and Needs

- Eight goals – First six goals focus on AQuESTT Tenets.
 - Three tabs (Goals 1-3, Goals 4-6, Goals 7-8)
- Goals should indicate **how** Federal funds will support the District's Continuous Improvement Process and/or Strategic Plan.
- **Each goal requires a response, however, if Federal funds WILL NOT be supporting the goal, NA may be entered in place of a goal. Funding source may be marked as Not Applicable.**

applicant: Consolidated Application | ESSA Consolidated - 4201
application: 2017-2018 ESSA Consolidated - UU- | Printer-Friendly
cycle: Original Application | Click to Return to GMS Access/Select Page | Click to Return to Menu List / Sign Out

Overview	Allocations	Contact Information	District Goals and Needs	Improvement Plans	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
	Goals 1-3		Goals 4-6			Goals 7-8			Nonpublic Schools	

ESSA Consolidated - District Goals and Needs 1-3 [Click for Instructions](#)

Nebraska adopted Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) in 2014. Link to AQuESTT website: <https://aquestt.com/> This system focuses on six tenets, which are part of two domains:

- Student Success and Access
 - o Positive Partnerships, Relationships, and Student Success
 - o Transitions
 - o Educational Opportunities and Access
- Teaching and Learning
 - o College and Career Ready
 - o Assessment
 - o Educator Effectiveness

These domains and tenets focus on providing stability for all students, addressing the achievement gap, and shared accountability. How will the District / ESU use the federal funds included in this application to address these goals? Each goal (1-8) must have a response. If Federal funds will NOT be used to support AQuESTT goals, enter N/A in the text box and mark the NOT APPLICABLE box.

Every goal (1-8) requires a response and a funding source. The response may be NA if not applicable, but at least one goal must be completed with an actual goal.



Goal 8 Requires additional information if funding with Title II-A

Goal 8: Response required if Title II-A funds are being used for professional development activities. Identify the goal(s) for meeting the ESSA requirement of providing ongoing high-quality evidence-based professional development. Describe how staff are included in the conversation to provide input and gain an understanding of the plan for professional development (§1112).

Check only the ESSA program(s), for which you retain an allocation that will support the listed goal. A goal is only required if federal funds from one of the listed programs will support it. If a goal is not listed or the listed goal will not be financially supported by one or more of the listed programs, you MUST mark the Not Applicable checkbox.

- | | |
|--|--|
| <input type="checkbox"/> Title I-A, Improving Academic Achievement of Disadvantaged | <input type="checkbox"/> Title III, English Learners (EL) |
| <input type="checkbox"/> Title I-D, Prevention and Intervention for Neglected, Delinquent, or At-Risk Students | <input type="checkbox"/> Title III, Immigrant Education (IE) |
| <input checked="" type="checkbox"/> Title II-A, Supporting Effective Instruction | <input type="checkbox"/> Not Applicable |

NOTE: It is possible to enter a professional development goal for Goal 8 that will be funded by Title I or Title III. For grants other than Title II-A, it is NOT required to mark the level of the evidence-based practice.

Indicate below which of the four levels of evidence-based practice will be implemented. (At least one of the levels below must be marked if a Title II-A program goal is entered above.)

- 1. Strong Evidence.** (<https://ies.ed.gov/ncee/wwc/>) To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention. The Department considers an experimental study to be well-designed and well-implemented if it meets WWC Evidence Standards without reservations or is of the equivalent quality for making causal inferences. Additionally, to provide strong evidence, the study should:
 - 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
 - 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;
 - 3) Have a *large sample* and a *multi-site sample*; and
 - 4) Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.
- 2. Moderate Evidence.** (<https://ies.ed.gov/ncee/wwc/>) To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The Department considers a quasi-experimental study to be well-designed and well-implemented if it meets WWC Evidence Standards with reservations or is of the equivalent quality for making causal inferences. Additionally, to provide moderate evidence, the study should:
 - 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
 - 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;
 - 3) Have a *large sample* and a *multi-site sample*; and
 - 4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.
- 3. Promising Evidence.** To be supported by promising evidence, there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention. The Department considers a correlational study to be well-designed and well-implemented if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group. Additionally, to provide promising evidence, the study should:
 - 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome; and
 - 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet *What Works Clearinghouse Evidence Standards with or without reservations* or are equivalent quality for making causal inferences; (<https://ies.ed.gov/ncee/wwc/>)
- 4. Demonstrates a Rationale.** To demonstrate a rationale, the intervention should include
 - 1) A well specified *logic model* that is informed by research or an evaluation that suggests the intervention is likely to improve *relevant outcomes* and
 - 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of the intervention.



Nonpublic Schools

- **Every applicant must complete this page.**
 - Enter a goal if there is a nonpublic school within the boundaries of the public district **and/or** if students residing in your district's boundaries attend nonpublic schools and are eligible for Title I services (nonpublic school may or may not be located within the district's boundaries).
 - Select funding source.
 - Not Applicable may be marked if appropriate.

[Click to Return to Menu List / Sign Out](#)

The page has not been saved due to the following errors:
Errors:
• A funding source or Not Applicable is required.

Overview	Allocations	Contact Information	District Goals and Needs	Improvement Plans	Assurances	Amendment Description	Submit	Application History	Page Lock	Application
Goals 1-3			Goals 4-6	Goals 7-8		Title IV-A SSAE Goals/Objectives				Nonpublic Schools

ESSA Consolidated - Nonpublic Schools

Complete the goal section below ONLY IF there is a nonpublic school within the boundaries of your public school district and/or if students residing in your district boundaries attend nonpublic schools and are eligible for Title I services (nonpublic school may or may not be located within the district's boundaries).

GOAL: What nonpublic school(s)'s needs were identified during the consultation and what plans are in place to meet those nonpublic school(s)'s needs? If a nonpublic school resides within the boundaries of the public district, include in the description how English Learners (EL) will be identified and if appropriate, how services will be provided. The nonpublic school(s)'s goal(s) entered below will appear on the budget detail page of EACH program checked below.

Character Count: (0 of 2500 maximum characters used)

Check only the NCLB program(s), for which you retain an allocation, that will support the listed goal. A goal is only required if federal funds from one of the listed programs will support it. If no goal is listed or the goal you choose to list will not be financially supported by one or more of the listed programs, you MUST mark the Not Applicable checkbox.

<input type="checkbox"/> Title I-A, Improving Academic Achievement of Disadvantaged	<input type="checkbox"/> Title III, English Learners (EL)
<input type="checkbox"/> Title I-D, Prevention and Intervention for Neglected, Delinquent, or At-Risk Students	<input type="checkbox"/> Title III, Immigrant Education (IE)
<input type="checkbox"/> Title II-A, Supporting Effective Instruction	<input type="checkbox"/> Not Applicable

[Save Page](#)



District Identification Title I Needs Improvement

This page is only required for Districts identified for Title I Needs Improvement.

[Click to Return to Menu List / Sign Out](#)

Overview	Allocations	Contact Information	District Goals and Needs	Improvement Plans	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
District Identification-Title I Needs Improvement				School(s) Identification-Title I Needs Improvement						

ESSA Consolidated - District Identification for Title I Needs Improvement

[Click for Instructions](#)

Needs Improvement Contact Name:

Needs Improvement Contact Phone: Extension

Needs Improvement Contact Email:

District Improvement Year

The following components are required and must be addressed for each Title I district that has been identified as a district in needs improvement. The transition plan applies to the 2017-18 school year and must be connected to district improvement efforts and activities.

[Click here for Districts in Improvement](#)

During the transition year a district identified for needs improvement must continue to implement previously identified interventions applicable based upon the improvement plan submitted for this district in the 2015-16 and 2016-17 NCLB Applications.

1. Outline the previously identified interventions applicable to the district that will continue to be implemented for the 2017-18 school year.

Character Count: (0 of 5000 maximum characters used)

High quality professional development continues to be an integral part of effective improvement plans. A district identified for improvement must spend an amount equal to or greater than 10 percent of the district's Title I-A allocation, for each fiscal year that the district is in improvement, for high quality professional development in the district.

LEAs may include in this 10% total the Title I, Part A funds that schools with the LEA reserve for professional development when they are in school improvement status

2. Describe how the district will spend an amount equal to 10% of all the Title I funds allocated to the district for high quality professional development

Character Count: (0 of 5000 maximum characters used)

If this required 10% professional development set-aside is funded from Title I, Part A funds indicate this by marking NA in question #3 below.

3. Identify the source of the funds for this required set-aside if the 10% amount for professional development is supported with funds other than Title I, Part A,

Character Count: (0 of 5000 maximum characters used)

[Save Page](#)



School Identification Title I Needs Improvement

- No information to be entered.
- Information is collected via Title I-A Accountability Application (for Districts having schools identified for Year 2 or more of Needs Improvement).



Assurances for ALL Grants Included in Application + Lobbying and Debarment

- Includes General Assurances and Program Specific Assurances.

Applicant: 07-012-0056-12 DAVID CITY PUBLIC SCHOOLS
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application

Consolidated Application: ESSA Consolidated - 4201

Printer-Friendly
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Overview Allocations Contact Information District Goals and Needs Improvement Plans **Assurances** Amendment Description Submit Application History Page Lock Control Application Print

ESSA Consolidated - Assurances [Click for Instructions](#)

In order to submit your application, the authorized representative for your organization must click the Organization Approves Button at the bottom of this page. By clicking this button, the authorized representative is agreeing to the following assurances:

P.L. 114-95, Every Student Succeeds Act – General Assurances

1. The applicant will comply with all provisions of P.L. 114-95, Every Student Succeeds Act of 2015, and applicable regulations, policies and administrative guidelines. §8306(a)(1)
2. The control of the funds will be in a public agency and the public agency will administer the funds to the extent required by the authorizing statutes. §8306(a)(2)(A)
3. The LEA (Local Education Agency)/agency will adopt and use proper methods of administering each program including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. §8306(a)(3)
4. The applicant will cooperate in carrying out any evaluation of each program conducted by or for the State Educational agency, the Secretary of Education, or other Federal officials. §8306(a)(4)
5. The applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of and accounting for Federal funds included in this application. §8306(a)(5)

6. There has, within a three-year period preceding this application, not one or more public transactions (purchase, lease, or lease) terminated for cause or default, and there are applicants unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

This certification covers all applicable Federal grants in this application.

The LEA/Agency assures to the Nebraska Department of Education that it has a current and valid registration in the System for Award Management (SAM) and that it will not be allowed to lapse, if expiring during the grant period being applied for. Such registration includes an accurate nine-digit zip code (zip plus four) for the Data Universal Numbering System (DUNS) supplied to the Nebraska Department of Education that the zip plus four has been validated at the following website:

<http://www.house.gov/representatives/find/>

Chad Denker
Signature of School District Superintendent
Signature of Board-Certified Delegated Authority for the School District Superintendent

Organization Approves

- Must be signed before running Consistency Check



Page Lock Control (1)

- If an application is returned for changes, use this page to unlock sections needing edits.

Applicant: 17-009-0010-16 AINSWORTH COMMUNITY SCHOOLS
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application

Consolidated Application: ESSA Consolidated - 4201

[Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Overview	Allocations	Contact Information	District Goals and Needs	Improvement Plans	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
--------------------------	-----------------------------	-------------------------------------	--	-----------------------------------	----------------------------	---------------------------------------	------------------------	-------------------------------------	--------------------------	-----------------------------------

ESSA Consolidated - Overview

Program: The ESSA Consolidated Application includes the annual applications for:

- Title I, Part A** Improving the Academic Achievement of the Disadvantaged (CFDA #84.010A)
- Title I, Part D** Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk (CFDA #84.010D)
- Title II, Part A** Supporting Effective Instruction (CFDA #84.367A)
- Title III** English Language Acquisition (CFDA #84.365A)
- Title III** Immigrant Education (CFDA #84.365)
- Title IV, Part A** Student Support and Academic Enrichment (CFDA #84.424A)

[Click for Instructions](#)



Page Lock Control (2)

- Complete sections can be unlocked or
- Specific pages can be unlocked

Overview Allocations Contact Information District Goals and Needs Improvement Plans Assurances Amendment Description Submit Application History Page Lock Control Application Print

Page Review Status [Instructions](#)

Expand All

ESSA Consolidated	Page Status	Open Page for editing
ESSA Consolidated - 4201	Unlock Section	
Allocations	OPEN	
Contact Information	OPEN	
District Goals and Needs	Unlock Section	
Improvement Plans	Unlock Section	
AssurancesText	OPEN	
Assurances	OPEN	
Title I - 4200	Unlock Section	
Title II-A - 4310	Unlock Section	
Title III - Limited English Proficient - 4925	Unlock Section	
Title III - Immigrant Education - 4926	Unlock Section	
Title IV-A SSAE - 4967	Unlock Section	
Title ID - N or D - 4230	Unlock Section	

Save Page

Guidance Pages



- Provides the statement of purpose from P.L. 114-95, Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA) for each grant.



Program Information Pages

- Requires applicants to complete information about how each grant program, for funds received, will be implemented.

Staff Pages



- Instructional Staff
 - Staff name
 - Name of assigned building
 - Total contracted salary **without benefits and/or extra curricular**
 - FTE of staff time
 - Amount of salary paid from grant
- Noninstructional Staff
 - Noninstructional staff name
 - Name of assigned building
 - Indicate type of staff (drop-down box)
 - Varies by grant program
 - FTE of staff time
 - Amount of Salary paid with grant funds without benefits and/or extra-curricular

Staff salaries budgeted in the 100s must match staff salaries included on Staff Pages (excluding Title I schoolwide staff)



Capital Outlay / Equipment

- All grants included in ESSA Consolidated Application require a description and dollar amount for ALL PROPOSED PURCHASES identified as equipment REGARDLESS OF THE COST.



Equipment

- Equipment is defined as any instrument, machine, apparatus or set of articles that meet the ALL of the following:
 - Under normal conditions of use can be expected to last longer than a year,
 - Does not lose its identity through fabrication or incorporation into a different or more complex unit,
 - Is nonexpendable (more feasible to repair the item than to replace),
 - Retains its appearance and character through use,
 - Is of significant value and/or,
 - May be small and attractive.



Budget Detail

- Each goal listed on the Budget Detail **MUST** have a corresponding budget.
 - If a goal does not have a budget included, the application will be returned to the applicant.
- Staff salaries budgeted in the 100s must match staff salaries included on Staff Pages (excluding Title I schoolwide staff)

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536) [Instruction](#)

Note: This Object Code summary displays amounts already paid, to aid in budget amendments. This does not include those reimbursement request(s) submitted but not approved. Do not reduce any Object Code Total below what has already been paid.

Paid to Date Amounts	100	200	300	400	500	600	Indirect Cost
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$568,589	\$41,287	\$25,000	\$83,475	\$0	\$200,000	\$500

Total Allocation Available for Budgeting \$918,851

Goal 1: positive partnerships...

Function Code	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Operational Equip.	500 - Capital Outlay	600 - Travel / Professional Development	Total TitleI-4200 Funds	Delete Row
01-Administration	40000	0	0	0	0	0	\$40,000	<input type="checkbox"/>
04-Parent Involvement	0	0	0	9000	0	0	\$9,000	<input type="checkbox"/>
10-Coordination of Services	5000	0	0	0	0	0	\$5,000	<input type="checkbox"/>
13-Schoolwide (SWP)	406589	10287	0	50000	0	200000	\$666,876	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$451,589	\$10,287	\$0	\$59,000	\$0	\$200,000	\$720,876	

[Create Additional Entries](#) [Save Page](#)

Goal 4 College & Career readiness

Function Code	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Operational Equip.	500 - Capital Outlay	600 - Travel / Professional Development	Total TitleI-4200 Funds	Delete Row
05-Summer	5000	1000	0	0	0	0	\$6,000	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$5,000	\$1,000	\$0	\$0	\$0	\$0	\$6,000	

[Create Additional Entries](#) [Save Page](#)

Goal 7: Student academic needs.

Function Code	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Operational Equip.	500 - Capital Outlay	600 - Travel / Professional Development	Total TitleI-4200 Funds	Delete Row
05-Summer	80000	20000	9000	20000	0	0	\$129,000	<input type="checkbox"/>
06-Homeless	0	0	16000	0	0	0	\$16,000	<input type="checkbox"/>
07-Neglected	30000	10000	0	4000	0	0	\$44,000	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
	0	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$110,000	\$30,000	\$25,000	\$24,000	\$0	\$0	\$189,000	

Budget Summary



- The budget lines from all goals on Budget Summary are combined. No information is entered on this page.

Guidance	Program Information	Targeting	Staff	Capital Outlay/Equipment	Budget	Page Lock Control	
	Budget Detail				Budget Summary		
Budget (Read Only)						Instructions	
Activity Description	Expenditure Object Code						
	100 - Salaries	200 - Employee Benefits	300 - Purchased Service / Lease Agreement	400 - Supplies & Materials / Operational Equip.	500 - Capital Outlay	600 - Travel / Professional Development	TOTAL
Administration	42,000						42,000
Instruction Public (TAS)							
Instruction Nonpublic				200			200
Parent Involvement				9,275			9,275
Summer	85,000	21,000	9,000	20,000			135,000
Homeless			16,000				16,000
Neglected	30,000	10,000		4,000			44,000
Transportation							
Preschool							
Coordination of Services	5,000						5,000
Supplemental Educational Services							
Schoolwide (SWP)	406,589	10,287		50,000		200,000	666,876
Professional Development							
Total Object Code	568,589	41,287	25,000	83,475		200,000	918,351
Indirect Costs							500
							918,851

Title I-A: Educationally Disadvantaged



- Targeting Steps
 - Targeting Step 1
 - Targeting Step 2
 - Targeting Step 3
 -  – Targeting Served Schools
 - Targeting Step 4
 - Targeting for Consortia



Title I Targeting Step 1

- Select the source of data for determining low-income student count.
- Enter month and year data was captured (January 1 – July 1, 2017).
- Enter resident public and nonpublic and low-income information.

Title I Targeting [Instructions](#)

Step 1:
Click the appropriate radio button identifying the method used for determining public low-income student count.

Free/Reduced Lunch Data in Non-CEP schools and Direct Certification Data in CEP schools
 Direct Certification Data for All Schools
 Direct Certification Data and 1.6 Multiplier for All Schools
 Other Allowable Data for All Schools (i.e. Medicaid, TANF, etc. or a Combination of Data) -- Please identify data used

Enter the details for all attendance centers then click a save page button. (Unduplicated Count)

Enter the Month and Year that Free/Reduced lunch data was captured: Month: Year:

Student counts in the following table must be based upon students residing in your district.
 Note: The count for Public and Nonpublic students must be taken on the same date.
 Districts located in Douglas and Sarpy counties (Metro Area Learning Community) must take this count on the last Friday in January.

Attendance Center	Grade Category	Grand-fathered	Resident Public	Resident Nonpublic	Public # Low Income	Nonpublic # Low Income	Free/Reduced or # Direct Cert Public Students	Grade Span
0001 - FREMONT SENIOR HIGH SCHOOL	High School	<input type="checkbox"/>	1332	101	686	8	686	9-12
0002 - FREMONT MIDDLE SCHOOL	Middle School	<input type="checkbox"/>	678	71	384	14	384	7-8
0005 - GRANT ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	147	8	109	2	109	K-4
0007 - LINDEN ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	357	29	280	9	280	PK-4
0009 - WASHINGTON ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	248	18	229	3	229	PK-4
0010 - CLARMAR ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	223	52	103	5	103	K-4
0011 - HOWARD ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	276	42	121	9	121	K-4
0015 - MILLIKEN PARK ELEMENTARY SCH	Elementary	<input type="checkbox"/>	217	49	133	12	133	PK-4
0016 - BELL FIELD ELEMENTARY SCHOOL	Elementary	<input type="checkbox"/>	305	25	187	11	187	K-4
0019 - JOHNSON CROSSING ACADEMIC CENTER (5-6)	Elementary	<input type="checkbox"/>	675	90	391	13	391	5-6

Community Eligibility Provision (CEP) Schools
 Enter the number of directly certified students in the "# Direct Cert Public Students" column. The "Public # Low Income" column will then automatically calculate a comparable poverty number that would be obtained in a non-CEP school using free and reduced price lunch numbers.

Nonpublic Schools - Enter the number of free and reduced price lunch numbers or an equivalent in the "Nonpublic # Low Income" column.

Enter the direct certification number and the school's free/reduced price lunch equivalent student count will be calculated using the CEP multiplier.



Title I Targeting Step 2

- Targeting Step 2
 - No data is entered.
 - Poverty is calculated based on data entered in Targeting Step 1.

Applicant: 02-027-0001-11 FREMONT PUBLIC SCHOOLS Consolidated Application Title I - 4200
 Application Cycle: 2017-2018 ESSA Consolidated - 00- Original Application [Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#) [Click to Return to Menu List / Sign Out](#)

Guidance	Program Information	Targeting	Staff	Capital Outlay/Equipment	Budget	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Served Schools	Targeting Step 4	Targeting for Consortia	Set-Aside Narratives

Title I Targeting [Instructions](#)

Step 2:
 If the totals are correct, click the 'Proceed to Ranking' button. Otherwise, [click here to return to Step 1.](#)

Attendance Center	Total Resident Count	Total # Low Income	Percent Low Income (Public & Nonpublic)	Percent Low Income (Public Only)	Uncapped % Low Income (Public and Nonpublic)	Uncapped % Low Income (Public only)	Must Serve
0001 - FREMONT SENIOR HIGH SCHOOL	1433	694	48.43 %	51.50 %	48.43 %	51.50 %	<input type="checkbox"/>
0002 - FREMONT MIDDLE SCHOOL	749	398	53.14 %	56.64 %	53.14 %	56.64 %	
0005 - GRANT ELEMENTARY SCHOOL	155	111	71.61 %	74.15 %	71.61 %	74.15 %	
0007 - LINDEN ELEMENTARY SCHOOL	386	289	74.87 %	78.43 %	74.87 %	78.43 %	
0009 - WASHINGTON ELEMENTARY SCHOOL	266	232	87.22 %	92.34 %	87.22 %	92.34 %	
0010 - CLARIMAR ELEMENTARY SCHOOL	275	108	39.27 %	46.19 %	39.27 %	46.19 %	
0011 - HOWARD ELEMENTARY SCHOOL	318	130	40.88 %	43.84 %	40.88 %	43.84 %	
0015 - MILLIKEN PARK ELEMENTARY SCH	266	145	54.51 %	61.29 %	54.51 %	61.29 %	
0016 - BELL FIELD ELEMENTARY SCHOOL	330	198	60.00 %	61.31 %	60.00 %	61.31 %	
0019 - JOHNSON CROSSING ACADEMIC CENTER (5-6)	765	404	52.81 %	57.93 %	52.81 %	57.93 %	
Elementary Total	2761	1617	58.57 %	63.44 %	58.57 %	63.44 %	
Middle School Total	749	398	53.14 %	56.64 %	53.14 %	56.64 %	
Secondary School Total	0	0	0 %	0 %	0 %	0 %	
High School Total	1433	694	48.43 %	51.50 %	48.43 %	51.50 %	
District Total	4943	2709	54.80 %	58.84 %	54.80 %	58.84 %	

[Proceed to Ranking](#)



Title I Targeting Step 3

- Select ranking method.

Applicant: 02-027-0001-11 FREMONT PUBLIC SCHOOLS **Consolidated Application** Title I - 4200
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application [Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Guidance	Program Information	Targeting	Staff	Capital Outlay/Equipment	Budget	Page Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Served Schools	Targeting Step 4	Targeting for Consortia	Set-Aside Narratives

Title I Targeting [Instructions](#)

Step 3:
Select the desired ranking method for attendance centers below 75% low income and then click the 'Rank' button.

- 1. District Resident Students are less than 1,000.
- 2. One school per grade span (e.g. K-5, 6-8, 9-12).
- 3. Fiscal Agent of a Title I Cooperative.
(Rank Ordering of buildings in a cooperative project ranks all of the buildings of all members instead of by district.)
- 4. Districts having 1,000 or more resident students, more than one grade span, and not in a Title I Cooperative must choose one of the following options:
 - Ranking within entire district.
 - Ranking by same or similar grade spans.

By clicking this button, schools will be ranked according to the above selection and Attendance Center Status on Step 4 will be reset. Ranking methods 3 and 4 will bring in all schools that have a low income percentage of 35% and higher even if the district or grade-span average is above 35%. The district is not required to serve all schools above 35% low income, but must serve schools in rank order (i.e., the district must not serve a school with a smaller low income rate over one with a higher rate). Any building that will not be served must be marked as "not served."



Targeting Served Schools

- Approved **Schoolwide (SW)** programs are prepopulated
- Applicant must select **TA (Targeted Assistance)** or **Not Served** for remaining schools.
- **SAVE** the page after making selection so information will move to Targeting Step 4.

Applicant: 02-027-0001-11 FREMONT PUBLIC SCHOOLS
 Application: 2017-2018 ESSA Consolidated - 00-
 Cycle: Original Application

Consolidated Application Title I - 4200

Printer-Friendly
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Guidance	Program Information	Targeting	Staff	Capital Outlay/Equipment	Budget	Edge Lock Control
Targeting Step 1	Targeting Step 2	Targeting Step 3	Targeting Served Schools	Targeting Step 4	Targeting for Consortia	Set-Aside Narratives

Title I Targeting [Instructions](#)

Targeting - Served Schools

Attendance Center	SW	TA	Not Served	Public Enrollment	Public Low Income	Nonpublic Low Income	Low Income Percent
0009 - WASHINGTON ELEMENTARY SCHOOL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	248	229	3	87.22 %
0007 - LINDEN ELEMENTARY SCHOOL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	357	280	9	74.87 %
0005 - GRANT ELEMENTARY SCHOOL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	147	109	2	71.61 %
0016 - BELL FIELD ELEMENTARY SCHOOL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	305	187	11	60.00 %
0015 - MILLIKEN PARK ELEMENTARY SCH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	217	133	12	54.51 %
0019 - JOHNSON CROSSING ACADEMIC CENTER (5-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	675	391	13	52.81 %
0011 - HOWARD ELEMENTARY SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	276	121	9	40.88 %
0010 - CLARMAR ELEMENTARY SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	223	103	5	39.27 %
0002 - FREMONT MIDDLE SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	678	384	14	53.14 %
0001 - FREMONT SENIOR HIGH SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1332	686	8	48.43 %
Total for Served Schools				1274	0	37	

Proportional Percentage 100.00 %

Save

The schools listed below were determined to be ineligible based on the Ranking Method chosen in Step 3:



Targeting Step 4

- Nonpublic equitable services is determined on this page.
 - Based on public and participating nonpublic low-income students.
 - Determined prior to set-asides.

Title I Allocation	+/- Current Net Transfers	= Total Title I Allocations Used for Set Aside Calculations
\$901,290	\$17,561	\$918,851

Title I Allocation	+/- Net Transfers	= Total Title I Available for LEA Distribution
\$901,290	\$17,561	\$918,851

Number of Low Income Students in Participating Attendance Areas Public Nonpublic Proportional Percentage 3.79 %

Equitable Share	PUBLIC	NONPUBLIC	TOTAL
Number of Low Income Students in Participating Title I School Attendance Areas	<input type="text" value="938"/>	<input type="text" value="37"/>	<input type="text" value="975"/>
Percentage	<input type="text" value="96.21 %"/>	<input type="text" value="3.79 %"/>	<input type="text" value="100.00 %"/>
Proportional Amounts	<input type="text" value="\$884,027"/>	<input type="text" value="\$34,824"/>	<input type="text" value="\$918,851"/>



Targeting Step 4 Set-Asides

- **Required**



- **HOMELESS**

- Minimum \$100 for each district.
- McKinney-Vento grant recipients must match set-aside amount to McKinney-Vento Grant amount.

- **PARENT AND FAMILY ENGAGEMENT**

- Required if grant \geq \$500,000.

SET-ASIDES	TITLE I-A FUNDS	FUNDS OTHER THAN TITLE I-A	NONPUBLIC	TOTAL
Administration	40000		2000	\$42,000
Coordination of Services	5000			\$5,000
Homeless Children & Youths required match if receive McKinney-Vento Grant	15900			\$15,900
Homeless Children & Youths -- Min. \$100 from Title I-A	0			\$0
Non Instructional for Nonpublic Schools	37554		300	\$37,554
Parent and Family Engagement (PFE) – Required if grant \geq \$500,000. 5% of the PFE may be used for district level activities; 95% for building level activities	9000		348	\$9,348
Preschool (District Wide)	0			\$0
Professional Development (District in Improvement) from Title I-A funds	0			\$0
Professional Development (District in Improvement) Funds Other than Title I-A		0		\$0
Professional Development (District Wide for Title I-Schools)	0			\$0
Summer School (District wide)	135000			\$135,000
Transportation for students in Foster care	0			\$0
Transportation for School Choice (Title I-A Funds)	0			\$0
Transportation for School Choice (Funds Other than Title I-A)		0		\$0
Supplemental Educational Services (Title I-A Funds)	0			\$0
Supplemental Educational Services (Funds Other than Title I-A)		0		\$0
Other	0			\$0
Indirect Costs - maximum:\$121,267	\$481		\$19	500
Total District Wide Set-Asides	\$242,935		\$2,567	\$245,502
Funds Available for Nonpublic Instruction and Professional Development			\$32,257	
Funds Available for Allocation to Public Schools	\$641,092			
Nonpublic Carryover from previous school year (to be included only after carryover amount is known, if applicable, due to extenuating circumstance)				
Minimum Per Pupil Amount (equal to 125% if applicable)	0			

Calculate Save
Distribute Amount Evenly

- Some set-asides generate equitable services amounts.
 - Parent and Family Engagement
 - Indirect Costs



Targeting Step 4 Allocations

- After all set-asides have been entered, “Calculate” will complete the amount available for public and nonpublic schools.
- “Distribute Amount Evenly” will calculate the same per pupil amount for all public schools (nonpublic equitable services amount were calculated previously).
- Applicants may manually enter a higher per pupil amount for higher poverty buildings by entering an amount in the “Public Attendance Center Allocation” column (lower per pupil amounts for lower poverty buildings).
- “Check Distribution” will calculate the distributed funds to ensure all funds are allocated to the eligible participating buildings.
- **“Save Distribution”** must be selected to save the page.
- **NOTE: Amounts from this page DO NOT transfer to the budget. Applicants need to make sure budgeted allocations for nonpublic, instruction public, and schoolwide match the amounts listed on Targeting Step 4.**



Set-Aside Narratives

Every applicant must complete this page.

- Narratives are required if set-asides are implemented for the following:
 - Administration
 - Coordination of Services
 - Nonpublic School Noninstructional Costs
 - Parent and Family Engagement
 - Professional Development (District in Improvement) with Title I-A Funds
 - Professional Development (District Wide for Title I-A Schools)
 - Transportation for Students in Foster Care
 - Transportation for Public School Choice with Title I-A funds
 - Supplemental Educational Services (SES) with Title I-A funds
 - Other
- **If none of the above set-asides are included, applicant may mark “No – save and move onto targeting” at the top of the page.**



Targeting for Consortia

- Same process as in previous applications.
- Sample spreadsheets were emailed to ESUs having a Title I consortium.

Title II-A: Supporting Effective Instruction



- Nonpublic School Participation
 - Determined on enrollment from previous school year (Public + Participating Nonpublic)
 - **Must be re-saved after the budget has been completed.**
 - **ESUs having a Title II-A Consortium that includes nonpublic schools within the boundaries of the public District(s) MUST upload a spreadsheet indicating nonpublic equitable services by District.**

ALL APPLICANTS MUST COMPLETE THIS PAGE

Mark YES if one or more nonpublic schools within the boundaries of your district will be participating in the Title II-A program. Mark NO if there are no nonpublic schools located within the boundaries of your district OR if all the nonpublic schools within the boundaries of your district have declined Title II-A services.

Click to Return to Menu List / Sign Out

Guidance	Program Information	Staff	Operational Equipment	Nonpublic School Participation	Budget	Page Lock Control
----------	---------------------	-------	-----------------------	--------------------------------	--------	-------------------

Title II-A - Nonpublic School Participation [Click for Instructions](#)

The amount an LEA must reserve to provide equitable services for nonpublic school teachers and other educational personnel for Title II, Part A services is based on the LEA's total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services for nonpublic school teachers and other educational personnel by calculating, on a per-pupil basis, the amount available for all public and nonpublic school students enrolled in participating nonpublic elementary and secondary schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the children, their teachers and other educational personnel to be served.

Mark YES if one or more nonpublic schools within the boundaries of your district will be participating in the Title II-A program. [Title II-A Nonpublic School Participation List](#)

Mark NO if there are no nonpublic schools located within the boundaries of your district OR if all of the nonpublic schools within the boundaries of your district have declined Title II-A services.

Yes
 No

It is understood that the current Public / Nonpublic Consultation Form is on file with the NDE and that information from that document has been used to create data on this page.

FORMULA TO DETERMINE AMOUNT FOR TITLE II, PART A EQUITABLE EXPENDITURES

Section A A. Number of Students	
1. <input type="text" value="4,492"/>	A1: LEA Enrollment
2. <input type="text" value="548"/>	A2: Participating Nonpublic Schools Enrollment
3. <input type="text" value="5,040"/>	A3: Total Enrollment = A1 + A2
Section B Title II, Part A Allocation	
4. <input type="text" value="135,390"/>	B1: Total LEA Allocation
5. <input type="text" value=""/>	B2: Administrative Costs (For public and nonpublic school programs - may include indirect cost rate)
6. <input type="text" value="135,390"/>	B3: LEA Allocation Minus Admin Costs = B1-B2
Section C Per Pupil Rate	
7. <input type="text" value="26,8631"/>	C1: B3 divided by A3
Section D Equitable Services	
8. <input type="text" value="14,721"/>	D1: Amount LEA must reserve for equitable services for nonpublic school teachers and other educational personnel = A2 x C1
9. <input type="text" value="120,669"/>	D2: Amount available for services for public school teachers and other educational personnel = B3 - D1

ESUS HAVING TITLE II-A CONSORTIUM THAT INCLUDES NONPUBLIC SCHOOLS WITHIN THE BOUNDARIES OF THE PUBLIC SCHOOL DISTRICT MUST UPLOAD A SPREADSHEET BELOW INDICATING THE NONPUBLIC EQUITABLE SERVICES AMOUNT BY DISTRICT.

The file name should not include special characters (\$, #, &, '.'). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Choose File No file chosen

Title I Equitable Services Amount-20171018025028-msheward.xlsx

The Nonpublic School Participation Page Must Be Re-Saved After The Budget Has Been Completed.

Program Information

Question 5



- A list of allowable Title II-A activities is provided. Applicants must select one or more of the allowable activities by checking the box(es).
- A brief description must be provided as to how the selected activities will be implemented.
 - If funds are being used for class-size reduction (CSR), teacher must be identified by name, grade level, building, and class-size achieved because of the use of Title II-A funds.



Program Information Question 5 – Allowable Activities

At least one activity must be selected and provide a description of how the activities will be implemented.

5. Listed below are activities that are allowable under Title II-A. Select the items the district will support using Title II-A grant funds. **At least one activity must be selected.** More information on Title II-A allowable activities can be found in the Elementary and Secondary Education Act of 1965 as amended through P.L. 114-95, §2103: <http://www2.ed.gov/documents/essa-act-of-1965.pdf>

- Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders.
- Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers.
- Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders.
- Reducing class size to a level that is evidence-based to improve student achievement. (For 2017-18 Nebraska is recommending that if implementing class size reduction with Title II-A funds that it be limited to grades K-3, schools identified for Needs Improvement, or in classrooms where the ratio is <18 students per teacher. This will be required for the 2018-19 school year.)
- Providing high-quality, personalized professional development that is evidence-based and is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals and other school leaders. See What Works Clearinghouse (WWC): <https://ies.ed.gov/ncee/wwc/>
- Training staff to effectively integrate technology into curricula and instruction.
- Training staff to use data to improve student achievement and understand how to ensure individual student privacy is protected.
- Training staff to effectively engage parents, families, and community partners, and coordinate services between school and community.
- Training staff to help all students develop the skills essential for learning readiness and academic success.
- Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities and English learners so they can meet the challenging State academic standards.
- Providing programs and activities to increase the knowledge base of staff on instruction in the early grades and on strategies to measure whether your children are progressing.
- Providing programs and activities to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.
- Providing training, technical assistance, and capacity-building in Districts to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, classroom-based assessments, and using data from such assessment to improve instruction and student academic achievement.
- Providing training for school personnel in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness and the use of mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate.
- Providing training for school personnel in addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
- Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.
- Supporting the instructional services provided by effective school library programs.
- Providing training for all school personnel regarding how to prevent and recognize child sexual abuse.
- Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics (STEM), including computer science.
- Developing feedback mechanisms to improve school working conditions, including periodically and publicly reporting results of educator support and working conditions feedback.
- Providing high-quality professional development for teachers, principals, or other schools leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate).
- Carrying out other activities that are evidence-based.

In the text box below, provide a brief description as to how the activities selected above will be implemented. If funds are being used for class-size reduction (CSR), identify the teacher by name, grade level, building, and class size achieved because of the use of Title II-A funds.

Character Count: (0 of 2500 maximum characters used)



Title III Limited English Proficient / English Learners

- Limitation on Administration → 2%.
 - Includes “Administration” + “Indirect Costs.”
- Must provide professional development activities.
- Must implement parent, family, and community engagement activities.
- If English learners are attending participating nonpublic schools, must provide description as to how funds will support those students.
- NCLB term: Limited English Proficient (LEP). ESSA term: English Learners (EL).
 - Both terms are found throughout this section of the application.



Title II Immigrant Education

- Application very similar to previous years.
- Must describe how the district will use Title III-Immigrant Education (IE) funds to support IE students in participating nonpublic schools.



Title IV-A Student Support and Academic Enrichment (SSAE)

- **Only districts receiving a Title IV-A competitive grant are required to complete this section of the application.**
 - District Goals and Needs: Title IV-A SSAE Goals/Objectives
 - Must upload a copy of approved application.
 - Staff
 - Capital Outlay/Equipment
 - Nonpublic School Equitable Participation
 - Budget



Submitting the Application

- After ALL applicable sections of the application have been completed, select the “Submit” tab from the ESSA Consolidated page.

NEBRASKA
DEPARTMENT OF EDUCATION

Applicant: 02-027-0001-11 FREMONT PUBLIC SCHOOLS
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application

Consolidated Application | ESSA Consolidated - 4201

[Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

Overview | Allocations | Contact Information | District Goals and Needs | Improvement Plans | Assurances | Amendment Description | **Submit** | Application History | Page Lock Control | Application Print

ESSA Consolidated - Overview [Click for Instructions](#)

Program: The ESSA Consolidated Application includes the annual applications for:

- Title I, Part A** Improving the Academic Achievement of the Disadvantaged (CFDA #84.010A)
- Title I, Part D** Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk (CFDA #84.010D)
- Title II, Part A** Supporting Effective Instruction (CFDA #84.367A)
 - Title III** English Language Acquisition (CFDA #84.365A)
 - Title III** Immigrant Education (CFDA #84.365)
- Title IV, Part A** Student Support and Academic Enrichment (CFDA #84.424A)

Purpose:

In 2014, Nebraska implemented A Quality Education System, Today and Tomorrow (AQuESTT) Accountability System for public schools and districts. The six AQuESTT tenets are College and Career Ready; Assessment; Educator Effectiveness; Positive Partnerships, Relationships, and Student Success; Transitions; and Educational Opportunities and Access. The State Board of Education believes these tenets represent key investments that are necessary for a quality education system. The tenets reflect effective practices for schools that will promote success for every student.

1. All students will perform to a high level of achievement.
2. All students will be taught by quality staff.



Consistency Check

Applicant: 02-027-0001-11 FREMONT PUBLIC SCHOOLS Consolidated Application ESSA Consolidated - 4201
Application: 2017-2018 ESSA Consolidated - 00-
Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)
[Click to Return to Menu List / Sign Out](#)

[Overview](#) [Allocations](#) [Contact Information](#) [District Goals and Needs](#) [Improvement Plans](#) [Assurances](#) [Amendment Description](#) [Submit](#) [Application History](#) [Page Lock Control](#) [Application Print](#)

Submit [Instructions](#)

The Consistency Check must be successfully processed before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

- The Consistency Check will review the entire application for required fields.
- If the Consistency Check results in errors, return to the application to correct inconsistencies.
- After corrections have been made, return to the “Submit” page and rerun the “Consistency Check.”
- When all programs pass Consistency Check, application may be submitted.
 - If someone other than Superintendent/Authorized Representative completed the Consistency Check, application must be submitted to Superintendent/Authorized Representative.
 - Superintendent/Authorized Representative is the only one with credentials to submit the application to NDE.



Making Changes After Running Consistency Check

- Will need to “Unlock Application” to make changes. The record of a successful consistency check is erased, necessitating the consistency check being run again prior to submission.

Applicant: 17-009-0010-16 AINSWORTH COMMUNITY SCHOOLS **Consolidated Application** ESSA Consolidated - 4201 [Printer-Friendly](#)

Application: 2017-2018 ESSA Consolidated - 00- [Click to Return to GMS Access/Select Page](#)

Cycle: Original Application [Click to Return to Menu List / Sign Out](#)

[Overview](#) [Allocations](#) [Contact Information](#) [District Goals and Needs](#) [Improvement Plans](#) [Assurances](#) [Amendment Description](#) [Submit](#) [Application History](#) [Page Lock Control](#) [Application Print](#)

Submit [Instructions](#)

The application has not been submitted.

[Unlock Application](#)

Assurances were agreed to on: 11/14/2017

Consistency Check was run on: 11/14/2017

Data Entry / BookKeeper

LEA Superintendent [Submit to NDE](#)

NDE Reviewer

LC Approval



NDE Review of Application

- NDE Reviewer will complete the Review Summary (checklist).
- If changes are needed, NDE Reviewer will return the application.
 - The “ESSA Review Checklist All Grants” will indicate which grant programs require edits.
- Individual checklists will provide detail regarding needed changes.
 - Will need to unlock pages needing revisions on the “Page Lock Control” tab.
- Applicant will re-submit the application for review.



NDE Review of Application

- When initial reviewer has approved the ESSA application, it is forwarded to Federal Programs Administrator for final review.
- If Federal Programs Administrator determines that changes are needed, application will be returned to District or ESU.
- When application is final it will be approved by Federal Programs Administrator.

Grant Award Notification (GAN)



- To access GANs, go to GMS Access Select.
- Next to the approved application, select “View GAN.”

GMS Access Select

59-0002 NORFOLK PUBLIC SCHOOLS [Click for Instructions](#)

Select Fiscal Year: 2018 ▼

Created

Formula Grant

Application Name	Revision	Status	Date	Actions				
SPED Planning Region Team Grant	Original Application ▼	Submitted to NDE	4/11/2017	Open	Amend	Payments	Review Summary	Delete Application
ESSA Consolidated	Amendment 1	Final	11/12/2017	Open	Amend	Payments	Review Summary	Delete Application
		Approved		View GAN				

Consolidated Plan

Application Name	Revision	Status	Date	Actions				
LEP and Poverty Plans	Original Application ▼	Final Approved	11/7/2016	Open	Amend	Review Summary	Delete Application	
		Approved		View GAN				

Competitive Grant

There currently aren't any Competitive Grant applications created.

Non Funded

There currently aren't any Non Funded applications created.

Available

Formula Grant

There currently aren't any Formula Grant applications available.

Consolidated Plan

There currently aren't any Consolidated Plan applications available.

Competitive Grant

There currently aren't any Competitive Grant applications available.

Non Funded

There currently aren't any Non Funded applications available.



Creating Amendments

- Log into GMS.
- Select application.
- Select “Amend.”
- Complete Amendment Description.
- Make needed changes, run consistency check, and submit as you would an original application.

[Click to Return to Menu List / Sign Out](#)

GMS Access Select

09-0010 AINSWORTH COMMUNITY SCHOOLS [Click for Instructions](#)

Select Fiscal Year: 2018 ▾

Created

Formula Grant

Application Name	Revision	Status	Date	Actions				
Title I Accountability Funds	Original Application ▾	Final Approved View GAN	11/12/2017	Open	Amend	Payments	Review Summary	Delete Application
Perkins Basic/Post Secondary Grants	Original Application ▾	Submitted to NDE	8/30/2017	Open	Amend	Payments	Review Summary	Delete Application
SPED IDEA Consolidated (Base, E/P, Preschool, CEIS, Nonpublic)	Original Application ▾	Final Approved View GAN	9/3/2017	Open	Amend	Payments	Review Summary	Delete Application
ESSA Consolidated	Original Application ▾	In Process	11/14/2017	Open	Amend	Payments	Review Summary	Delete Application



NDE Federal Programs Staff

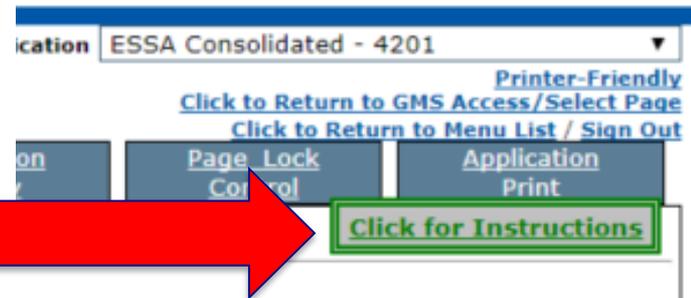
--2017-18 ESEA/ESSA and TITLE I REVIEWER ASSIGNMENTS --		
<u>ESU</u>	<u>ESSA REVIEWER</u>	<u>TITLE I CONSULTANT</u>
1	Randy McIntyre	Randy McIntyre
2	Pat Frost	Pat Frost
3	Beth Wooster & Brad Conner*	Beth Wooster & Brad Conner*
4	Brooke David	Randy McIntyre
5	Pat Frost	Pat Frost
6	Terri Schuster	Karen Hardin
7	Pat Frost	Pat Frost
8	Karen Hardin	Karen Hardin
9	Cathy Mohnike	Cathy Mohnike
10	Cathy Mohnike	Cathy Mohnike
11	Jan Handa	Pat Frost
13	Brad Conner*	Brad Conner*
15	Karen Hardin	Karen Hardin
16	Cathy Mohnike	Cathy Mohnike
17	Brad Conner*	Brad Conner*
18	Randy McIntyre	Randy McIntyre
19	Beth Wooster	Beth Wooster

*Brad Conner has moved from the NDE Federal Programs Team to the NDE Accreditation and School Improvement Team. He will continue to assist with reviewing of applications until we are able to hire someone to take his place.

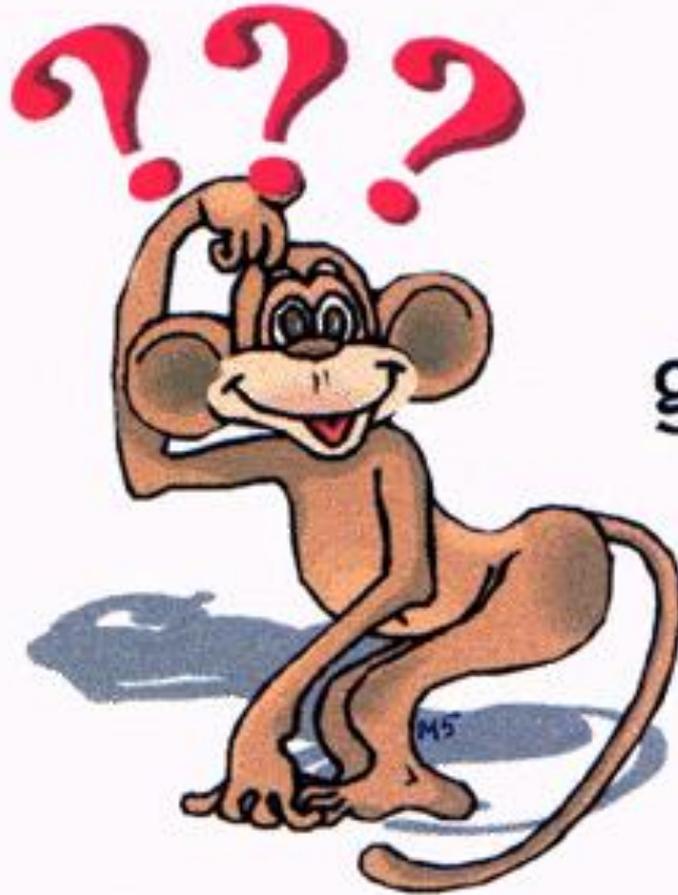
NDE Federal Programs Resources



- Webpage:
<https://www.education.ne.gov/federalprograms/>
- NDE ESSA website:
<https://www.education.ne.gov/ESSA/index.html>
- USDE ESSA website:
<https://www2.ed.gov/policy/elsec/leg/essa/index.html>
- ESSA Consolidated **Application Instructions** are available on each page of the application.



QUESTIONS?



Questions
are
guaranteed in
life;
Answers
aren't.