2021-2022
ESSA
Consolidated Application
Introductory and Housekeeping

- ESSA Federal Program Consultants
- Participants will be muted until the end
- Will unmute at the end for questions or you may type questions in the chat throughout the presentation
- Please add your ESU # in front of your name
- Breakout rooms will be available at the end if you need individualized support
GMS Login

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

Welcome to the Grants Management System

ANNOUNCEMENTS

All documents uploaded to GMS applications and reimbursement requests must be in a valid file type which includes .doc, .docx, .pdf, .xls, or .xlsx. File names cannot include special characters (e.g.: $, #, &, ’), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.

The RETRIEVE STAFF and SAVE buttons for the 2022 SPED IDEA Consolidated application ARE NOT AVAILABLE for retrieval on the Verified Staff Retrieval page, the Manual Staff Data Entry page and the Para Staff Retrieval page until current staff data is available, ANNUALLY, from NSSRS November 1. At that time, districts will need to do an amendment in order to complete the staff pages, if needed.

NOTICE OF FUNDING AVAILABILITY

Due August 1: The 2021-2022 SPED Planning Region Team (PRT) Grant - Contact Cole Johnson at 531-207-9906 or cole.johnson@nebraska.gov

The 2021-2022 Unified Grant Profile will need to be completed prior to submitting any 2022 grant application as Assurances and Contact Information for all grants are now housed there rather than in the grant application - Contact Jen Utemark at 402-471-4313 or jen.uteemark@nebraska.gov

Due July 19: The 2021-2022 Early Childhood State Grant-This grant is only available to specified districts/ESUs for continuation of current grants. Contact Kristine Luebbe at 531-510-8101 or kristine.luebbe@nebraska.gov

LOGIN

Email

Password

Forgot | Change

New User

LOGIN

UPCOMING

July 2021

April 1, 2021 - August 1, 2021
OPEN: 2021-2022 SPED Planning Region Team (PRT) Grant

June 7, 2021 – July 19, 2021
OPEN: 2021-2022 Early Childhood Education State Grant
User Maintenance

You have been granted access to the forms below by your Security Administrator:

- Administrative
  - User Maintenance
- GMS Access / Select
- LEA Central Data
- Funded Applications
- Non-Funded Data Collections

Your email address is: The email of the person signed in will show.
If this is not correct, please contact NDE at NDE.GMSData@nebraska.gov to provide the correct address.

This website best viewed using Internet Explorer version 11.x or Microsoft Edge. Google Chrome version 47.x and later and Safari for OS X version 9.x and later.

For additional information please contact the Nebraska Department of Education.

Contact Us
Superintendent can control access rights

GMS LEA User Maintenance
Organization: DISTRICT NAME WILL SHOW

Username/Email [ ] SEARCH

- NEW USER REQUESTS
No requests found

- DISTRICT USERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>USER NAME</td>
<td>USER EMAIL ADDRESS</td>
</tr>
<tr>
<td>leaBookKeeper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USER NAME</th>
<th>USER EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaDataEntry, leaBookKeeper</td>
<td></td>
</tr>
</tbody>
</table>

Click to Return to Menu List / Sign Out
To Access the Grants

You have been granted access to the forms below by your Security Administrator

Administrative
User Maintenance

**GMS Access / Select**
LEA Central Data
Funded Applications
Non-Funded Data Collections

Your email address is: The email of the person signed in will show
If this is not correct, please contact NDE at NDE.GMSData@nebraska.gov to provide the correct address.

This website best viewed using Internet Explorer version 11.x or Microsoft Edge. Google Chrome version 47.x and later and Safari for OS X version 9.x and later.
GMS Access Select

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

- Provides a list of grants included in the ESSA Consolidated Application.
- Includes links to the ESSA law and the NDE Federal Programs website at the bottom of the page.
ESSA Allocations Tab

- Lists allocations received by applicant.
- No limit on amount of funds that can be transferred.
  - Funds CAN’T be transferred OUT OF Title I.
  - If funds are transferred from one program to another, ALL funds must be transferred from that program. Cannot split funds!

![ESSA Allocations Tab Image]
Contact Information from UGP

- If information is incorrect on the Contact page; go into the Unified Grant Profile (UGP) and update.

<table>
<thead>
<tr>
<th>Created</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Application Name</td>
</tr>
<tr>
<td></td>
<td>Unified Grant Profile</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formula Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Name</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
McKinney Vento Training

Training is required for the Homeless Contact:

• Link for the training:  
  [https://canvas.education.ne.gov/](https://canvas.education.ne.gov/)

• If you have questions, please contact NDE’s Homeless Liaison, Ken Howard.
District Goals and Needs

- Eight goals across three tabs - Aligned to the three domains and six tenets of AQuESTT domains as revised in 2019:
  - Leadership
  - Success, Access, and Support
  - Teaching, Learning, and Serving

- The Leadership domain and each goal (1-8) require a narrative response.
  - Identify how the District is currently addressing the goal/tenet, with or without the support of federal funds. If the District does not currently address the goal/tenet, how will it do so in the current school year?
  - The response will appear on the Budget Detail for each program checked as financially supporting the goal/tenet. If the listed goal will NOT be financially supported by one or more of the listed programs, the NOT APPLICABLE checkbox MUST be marked.
Goals 1-7 reworded as questions

Positive Partnerships, Relationships, and Success Goal/Tenet
How is the district addressing the Positive Partnerships, Relationships, and Success tenet? What programs and best practices are implemented to engage all students, families, and communities so that all students, parents, and families feel included and develop positive relationships? If grant funds will be used to support this goal, how will those funds be used? The response entered below will appear on the budget detail page of EACH program checked.

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

- Title I-A, Improving Academic Achievement of Disadvantaged
- Title I-D, Prevention and Intervention for Neglected, Delinquent, or At-Risk Students
- Title II-A, Supporting Effective Instruction
- Title III, English Learners (EL)
- Title II, Immigrant Education (IE)
- Title IV-A, Student Support and Academic Enrichment (SSAE)
- Not Applicable
Goal 8: Nonpublic Schools

• Every applicant must complete this goal.

How is the district working with the nonpublic school(s) to meet their needs as identified during the consultation? What plans are in place to meet the needs of the nonpublic school(s)? If nonpublic schools located within the boundaries of the public district indicated participating in Title II-A or IV-A and the public district transferred funds out of those programs, written communication from the nonpublic indicating their awareness of funds being transferred must be uploaded below. Enter NA if there are no nonpublic schools for any of the grants. The response entered below will appear on the budget detail page of EACH program checked.

Character Count: (0 of 2500 maximum characters used)

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

☐ Title I-A, Improving Academic Achievement of Disadvantaged Students
☐ Title I-D, Prevention and Intervention for Neglected, Delinquent, or At-Risk Students
☐ Title II-A, Supporting Effective Instruction
☐ Title III, English Learners (EL)
☐ Title III, Immigrant Education (IE)
☐ Title IV-A, Student Support and Academic Enrichment (SSAE)
☐ Not Applicable

If nonpublic schools located within the boundaries of the public district indicated participating in Title II-A or IV-A and the public district transferred funds out of those programs, written communication from the nonpublic indicating their awareness of funds being transferred must be uploaded below.

No files are currently uploaded for this page.

File name cannot include special characters (e.g.: $, #, &, ‘,’), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.
Goal 8: Nonpublic Schools (cont.)

• If nonpublic schools located within the boundaries of the public district indicated participating in Title II-A or IV-A and the public district transferred funds out of those programs, written communication from the nonpublic representative indicating consultation regarding the transfer of funds did occur and must be uploaded below Goal 8.
Individual Grant Pages

• Accessed at the drop-down menu on the right side of the page.

Program: The ESSA Consolidated Application includes the annual applications for:
Grant Guidance Pages

- Provides the statement of purpose from P.L. 114-95, Elementary and Secondary Education Act (ESEA) reauthorized as Every Student Succeeds Act (ESSA) for each grant.
• Require applicants to complete information about how each grant program, for funds received, will be implemented.

For districts/consortia receiving an allocation under this program, all questions on the program information page must be addressed.

1. Type of Public School Service
   - Targeted Assistance Schools (TA)
   - Schoolwide Programs (SW) [Click here for the 2021-2022 Schoolwide List]
   - Combination of both Targeted Assistance Schools (TA) and Schoolwide Programs (SW)

2. If TA or combination of TA and SW was marked in the previous response, mark one or more of the types of programs below that are being implemented in the TA building(s).
   - Pull-out Model
   - Push-In Model
   - Summer School
   - Before/After School (Provide a brief description)
   - Other (Provide a brief description)
Title I Program Information-2 Pages

• Page 1 ➔ general information about the Title I Program:
  • Grades Served—are you serving K-6 OR PK-6? (must match your SWPLAN)

• Page 2 ➔ Additional Questions to meet ESSA Plan requirements:
  • Describe how the LEA will monitor students’ progress in meeting the challenging State academic standards by...
    • Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
    • Identifying students who may be at risk for academic failure.
    • Providing additional educational assistance to individual students the District or school determines need help in meeting the challenging State academic standards.
    • Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
Title I Program Information (cont.)

• Describe how the District will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field Teachers.

• Describe the strategies the District will use to implement effective parent and family engagement under Title I.

• Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in a school operating a targeted assistance school program will identify the eligible children in need of services.

• Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

• If determined appropriate by the local educational agency, describe how the agency will support programs that coordinate and integrate (A) academic and career and technical education content through coordinated instructional strategies, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
Title I-A: Educationally Disadvantaged

• Targeting Steps- *(sequentially completed Step 1, Step 2, Step 3...)*
  • Targeting Step 1
  • Targeting Step 2
  • Targeting Step 3
  • Targeting Served Schools
  • Targeting Step 4
Title I Targeting Step 1

- Select the source of data for determining low-income K-12 student count.
- Enter month and year data was captured (January – July 2020 OR 2021).
- Enter resident public and nonpublic and low-income information for EVERY school, whether they participate in the Title I program or not.
Title I Targeting Step 2

- No data is entered.
- Poverty is calculated based on data entered in Targeting Step 1.
- If data are accurate, select "Proceed to Ranking."

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>Total Resident Count</th>
<th>Total # Low Income</th>
<th>Percent Low Income (Public &amp; Nonpublic)</th>
<th>Percent Low Income (Public Only)</th>
<th>Uncapped % Low Income (Public and Nonpublic)</th>
<th>Uncapped % Low Income (Public only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>400</td>
<td>150</td>
<td>37.50 %</td>
<td>37.50 %</td>
<td>37.50 %</td>
<td>37.50 %</td>
</tr>
<tr>
<td>OL</td>
<td>450</td>
<td>244</td>
<td>54.22 %</td>
<td>53.07 %</td>
<td>54.22 %</td>
<td>53.07 %</td>
</tr>
<tr>
<td>ESchool</td>
<td>483</td>
<td>300</td>
<td>99.38 %</td>
<td>99.38 %</td>
<td>99.38 %</td>
<td>99.38 %</td>
</tr>
<tr>
<td>DEMY</td>
<td>412</td>
<td>215</td>
<td>77.67 %</td>
<td>84.08 %</td>
<td>77.67 %</td>
<td>84.08 %</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>44</td>
<td>70.97 %</td>
<td>64.00 %</td>
<td>70.97 %</td>
<td>64.00 %</td>
</tr>
<tr>
<td></td>
<td>862</td>
<td>459</td>
<td>53.25 %</td>
<td>67.66 %</td>
<td>65.43 %</td>
<td>67.66 %</td>
</tr>
<tr>
<td></td>
<td>545</td>
<td>344</td>
<td>63.12 %</td>
<td>96.06 %</td>
<td>96.15 %</td>
<td>96.06 %</td>
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<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>400</td>
<td>150</td>
<td>37.50 %</td>
<td>37.50 %</td>
<td>37.50 %</td>
<td>37.50 %</td>
</tr>
<tr>
<td></td>
<td>1807</td>
<td>953</td>
<td>52.74 %</td>
<td>69.53 %</td>
<td>68.51 %</td>
<td>69.53 %</td>
</tr>
</tbody>
</table>

[Button: Proceed to Ranking]
Title I Targeting Step 3

• Select Ranking Method.

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.

Rank
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.
Targeting Step 4

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

<table>
<thead>
<tr>
<th>Title I Allocation</th>
<th>+/- Current Net Transfers</th>
<th>= Total Title I Allocations Used for Set Aside Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>$528,520</td>
<td>$0</td>
<td>$528,520</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title I Allocation</th>
<th>+/- Current Net Transfers (Includes Reallocation) Then</th>
<th>Carryover</th>
<th>= Total Title I Available for LEA Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$528,520</td>
<td>$471</td>
<td>$0</td>
<td>$528,991</td>
</tr>
</tbody>
</table>

Number of Low Income Students in Participating Attendance Areas

<table>
<thead>
<tr>
<th>Equitable Share</th>
<th>Public</th>
<th>Nonpublic</th>
<th>Proportional Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Low Income Students in Participating Title I School Attendance Areas</td>
<td>856</td>
<td>97</td>
<td>10.18 %</td>
</tr>
<tr>
<td>Percentage</td>
<td>89.82 %</td>
<td>10.18 %</td>
<td>100.00 %</td>
</tr>
<tr>
<td>Proportional Amounts</td>
<td>$474,717</td>
<td>$53,803</td>
<td>$528,520</td>
</tr>
</tbody>
</table>

SET-ASIDES

<table>
<thead>
<tr>
<th>TITe 1-A FUNDS</th>
<th>NONPUBLIC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
    - Some set-asides generate equitable services amounts.
      - Parent and Family Engagement
      - Indirect Costs

<table>
<thead>
<tr>
<th>SET-ASIDES</th>
<th>TITLE I-A FUNDS</th>
<th>NONPUBLIC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Coordination of Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Homeless Children &amp; Youths required match if receive McKinney-Vento Grant</strong></td>
<td>$19,000</td>
<td>$19,000</td>
<td></td>
</tr>
<tr>
<td>Neglected/Delinquent Children</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Non-Instructional for Nonpublic Schools</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>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</td>
<td>$6,000</td>
<td>$272</td>
<td>$6,272</td>
</tr>
<tr>
<td>Preschool (District Wide)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Professional Development (District Wide for Title I-Schools)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Summer School (District wide)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Transportation for students in Foster care</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total District Wide Set-Asides</strong></td>
<td><strong>$36,115</strong></td>
<td><strong>$862</strong></td>
<td><strong>$36,977</strong></td>
</tr>
<tr>
<td>Funds Available for Nonpublic Instruction and Professional Development</td>
<td>$475,690</td>
<td>$26,302</td>
<td></td>
</tr>
<tr>
<td>Proportional Transfers and Reallocation</td>
<td>$1,599</td>
<td>$85</td>
<td>$1,684</td>
</tr>
<tr>
<td>Public District Carryover from previous year</td>
<td>$206,321</td>
<td>$206,321</td>
<td></td>
</tr>
<tr>
<td>Nonpublic Carryover from previous school year (To be included only after carryover amount is known, if applicable, due To extincting circumstance §1117(a)(4)(B) And §591(a)(4)(B))</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Minimum Per Pupil Amount (equal to 125% if applicable)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL AVAILABLE FOR BUDGETING</strong></td>
<td><strong>$683,610</strong></td>
<td><strong>$26,387</strong></td>
<td><strong>$709,997</strong></td>
</tr>
</tbody>
</table>
Targeting Step 4 Continued

<table>
<thead>
<tr>
<th>Attendance Center</th>
<th>SW/TA</th>
<th>Public Low Income</th>
<th>Nonpublic Low Income</th>
<th>Low Income Percent</th>
<th>Public Attendance Center Allocation</th>
<th>Per Pupil Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0002 - ELEMENTARY SCHOOL</td>
<td>0 / 0</td>
<td>182</td>
<td>8</td>
<td>99.48 %</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>0001 - HIGH SCHOOL</td>
<td>0 / 0</td>
<td>125</td>
<td>0</td>
<td>100.00 %</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>307</td>
<td>8</td>
<td></td>
<td></td>
<td>$0</td>
<td>$191,191</td>
</tr>
</tbody>
</table>

The schools listed below were eligible based on the ranking selection, but were selected as not being served on the Targeting Served Schools page.

* If a district chooses not to serve any eligible school building(s) an explanation must be provided below.

Comments: If not serving a school a building that qualifies, must have comment why.
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.

- If a district chooses NOT to serve any eligible school building(s), an explanation must be provided in the “Comment” box. Note: if a site has 75% or greater poverty rate, that site must be served.
Set-Aside Narratives

Every Title I-A applicant must complete this page. If none of the set-asides are for the items listed below, the district should mark “No” and save the 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 Wide for Title I-A Schools)
  • Transportation for Students in Foster Care
Set-Aside Narratives Continued

• Do NOT list information on this page for the Set-Asides selected on the Program Information page 1.

  • Summer School
  • Preschool
  • Neglected
  • Homeless
  • Nonpublic

• These set-asides are to be described on the Program Information page 1.
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).

<table>
<thead>
<tr>
<th>Paid to Date Amounts</th>
<th>100 - Salaries</th>
<th>200 - Employee Benefits</th>
<th>300 - Professional &amp; Technical Services</th>
<th>400/500/800 - Other Purchased Services</th>
<th>600 – Supplies</th>
<th>700 – Capital Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Current Budgeted Amounts by Object Code</td>
<td>$67,934</td>
<td>$28,587</td>
<td>$0</td>
<td>$0</td>
<td>$100</td>
<td>$0</td>
</tr>
</tbody>
</table>

Total Allocation Available for Budgeting $96,621

If the District is budgeting funds for salaries, funds must also be equitably allocated for employee benefits.

*Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels. Grading policies, standards, and student progress are disseminated to students and parents systemically and regularly, upon request, and via multiple media outlets. Our goals are that Students will improve literacy skills across the curriculum; they will be able to gather, organize, process, evaluate, analyze and present information in a coherent, ethical and responsible manner, for struggling students there will be extra supports in place through Reading Specialists, Intervention time, and guided study time. Students will also improve math skills and this will be done through academic coaching by Math Specialists who will ensure teachers are utilizing curriculum appropriately as well as providing intervention to our students who struggle with math skills, which is determined by benchmark data, progress monitoring, and MAP scores.

<table>
<thead>
<tr>
<th>Function Code</th>
<th>100 - Salaries</th>
<th>200 - Employee Benefits</th>
<th>300 - Professional &amp; Technical Services</th>
<th>400/500/800 - Other Purchased Services</th>
<th>600 – Supplies</th>
<th>700 – Capital Assets</th>
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<tr>
<td>02-Instruction Public (TAS)</td>
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<td>0</td>
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Create Additional Entries

*************** TOTALS ***************

$67,934 $28,587 $0 $0 $100 $0 $96,621
Budget Detail-Benefits

Staff salaries budgeted in the 100s MUST have “Equitable Benefits” also budgeted in 200s Benefits Column!

(Social Security & Retirement Benefits are at least 17%. If receiving insurance benefits those should be included as well.)

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<thead>
<tr>
<th>Paid to Date Amounts</th>
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Current Budgeted Amounts by Object Code

- **100 - Salaries**: $67,934
- **200 - Employee Benefits**: $28,587

*Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels. Grading policies, standards, and student progress are disseminated to students and parents systemically and regularly, upon request, and via multiple media outlets. Our goals are that students will improve literacy skills across the curriculum; they will be able to gather, organize, process, evaluate, analyze and present information in a coherent, ethical and responsible manner, for struggling students there will be extra supports in place through Reading Specialists, Intervention time, and guided study time. Students will also improve math skills and this will be done through academic coaching by Math Specialists who will ensure teachers are utilizing curriculum appropriately as well as providing intervention to our students who struggle with math skills, which is determined by benchmark data, progress monitoring, and MAP scores.*

Total Allocation Available for Budgeting: $96,621

If the District is budgeting funds for salaries, funds must also be equitably allocated for employee benefits.

**Function Code** | **100 - Salaries** | **200 - Employee Benefits** | **300 - Professional & Technical Services** | **400/500/800 - Other Purchased Services** | **600 – Supplies** | **700 – Capital Assets** | **Total Title I-6200 Funds** | **Delete Row**
---|---|---|---|---|---|---|---|---
02-Instruction Public (TAS) | 67934 | 28587 | 0 | 0 | 0 | 0 | $96,521 | 
06-Homeless | 0 | 0 | 0 | 0 | 0 | 0 | $100 | 
Sub Total | $67,934 | $28,587 | $0 | $0 | $100 | $0 | $96,621 | 

Create Additional Entries

************** TOTALS **************

- **100 - Salaries**: $67,934
- **200 - Employee Benefits**: $28,587
- **300 - Professional & Technical Services**: $0
- **400/500/800 - Other Purchased Services**: $0
- **600 – Supplies**: $100
- **700 – Capital Assets**: $0
- **Total Title I-6200 Funds**: $96,621
The budget lines from all goals on Budget Summary are combined. No information is entered on this page.

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<th>Activity Description</th>
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</tbody>
</table>
Budget Codes

- 100 – Salaries
- 200 – Employee Benefits (if you budget salaries in the 100s you must also budget benefits in the 200s)
- 300 – Professional & Technical Services
- 400/500 – Other Purchased Services
- 600 – Supplies
- 700 – Capital Assets

Financial Coding Information: https://www.education.ne.gov/fos/
Staff Pages

Instructional Staff
• Certificated, on salary, working with students
• Staff name / Stipends
• Name of assigned building
• Total contracted salary
• FTE of staff time
• Amount of salary paid with grant funds without benefits and/or extra-curricular

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 Pages must match the total salaries budgeted in the 100s column on the budget page. Title I schoolwide staff do not need to be included on the Staff Pages, but the salaries must be budgeted in the 100s column on the budget page.
Staff Pages (Continued)

• FTE (Full Time Equivalency) indicates the percentage of the staff member's time/salary that is allocated to the grant assignment.
  • Applies to Title I-A, Title I-D, Title II-A, Title III-EL, Title III-IE
  • Would be very rare to pay instructional staff with Title IV-A funds other than stipends, tutoring, or substitutes.

• Example: Title I-A teacher all day in TAS program and is 75% funded with Title I-A and 25% funded w/ district funds would be listed as .75 on the Staff page. On NSSRS the staff member would be coded as 2-1180=.75 and 0-1180=.25

• Example #2: A Reading Specialist in a Schoolwide Building is 40% funded with Title I-A and 60% funded with District funds would be listed on the staff page of the grant (Schoolwide doesn’t have to be listed on Staff pages) but must still be listed on Staff Reporting in NSSRS. The coding would be F-1180=.40 and 0-1180=.60
Important Notes on Staff funding

THESE MUST ALL MATCH

• The Salary, Benefits and FTE listed on the grant
• Staff Reporting on NSSRS
• Time and Effort Documents
• Local Bookkeeping Records
Equipment/Capital Assets

• All grants included in ESSA Consolidated Application require a description and dollar amount for EVERY PROPOSED PURCHASE identified as equipment REGARDLESS OF THE COST.

• Only equipment that has a unit cost of $5,000 or more can be budgeted in Object Code 700 on the Budget Detail page.
  • These items would be included as Capital Assets.

• All operational equipment costing less than $5,000 per unit must be budgeted in Object Code 600 on the Budget Detail page.
  • These items would be listed as Operational Equipment.
Equipment

- Equipment is defined as any instrument, machine, apparatus or set of articles that meet 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 (serial number test).
Title I-D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

• The purpose of Title I, Part D is to support the operation of LEA programs that involve collaboration with locally operated correctional facilities.

• Only 4 districts are eligible to receive this grant.
Title II-A Program Information Question 6

• 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 and coded this way on NSSRS.

    • Ex: A class-size reduction teacher all day is 75% funded w/ Title II-A and 25% funded w/ District funds would be listed as .75 on the Staff page. On NSSRS the staff member would be coded as R-1160 .75 and 0-1160 .25)
At least one activity must be selected, and a description provided as to how the activities will be implemented.
Title II-A: Nonpublic School Participation

- Nonpublic School Participation
  - Determined on enrollment from previous school year (Public + Participating Nonpublic)
  - 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.
Title III English Learners (ELs)

• Limitation on Administration ➔ 2%.
  • Includes “Administration” + “Indirect Costs.”

• Three required uses of Title III funds:
  • Must provide a language instruction educational program
  • Must provide professional development activities
  • Must provide parent, family, and community engagement activities

Each of these activities must appear on the Title III budget page

• If English learners are attending participating nonpublic schools, applicant must provide description as to how funds will support those students and include a budget for nonpublic services.
Title III-EL Program Information

For districts/consortia receiving an allocation under this program, all questions on the program information page must be addressed.

**Title III, Language Instruction for English Learners - Program Information**

1. Language Instruction Educational Programs (LIEPs). Check all that apply. At least one must be selected.
   - [ ] Transitional Bilingual
   - [ ] Dual Language or Two-Way Immersion
   - [ ] English as a Second Language (ESL) or English Language Development (ELD)
   - [ ] Content Classes with Integrated ESL Support or Sheltered Instruction
   - [ ] Newcomer
   - [ ] Heritage Language Programs

2. Activities serving English Learners in LEAs (grantees) receiving Title III funds. Check all that apply. At least one must be selected.
   - [ ] Supporting the development and implementation of LIEPs
   - [ ] Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs
   - [ ] Supporting implementation of school wide programs
   - [ ] Professional development to teachers and other personnel serving ELs
   - [ ] Parent and community engagement activities
   - [ ] Supporting the development and implementation of pre-school programs
   - [ ] Improving LIEPs by upgrading curricula, instructional materials, software, and assessment procedures
   - [ ] Improving instruction of ELs with disabilities
   - [ ] Providing tutorials, career and technical education
   - [ ] Offering programs to help ELs achieve success in post-secondary education
   - [ ] Other - if Other is checked, please list activities below.
Title III Immigrant Education (IE)

- 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 and include a budget for nonpublic services.
Title IV-A Student Support and Academic Enrichment (SSAE)

- Must mark appropriate radio button.

- Consortium project (funds are combined for joint activities among participating districts)
- Cooperative project (funds are tracked by participating districts)
- Our district is not in a consortia or cooperative project (funds are tracked by the district)
Title IV-A Student Support and Academic Enrichment (SSAE)

• Grants ≥ $30,000...
  • Must conduct a comprehensive needs assessment prior to application being submitted.
  • Needs Assessment Template
• Not less than 20% must be used to support well-rounded educational opportunities,
• Not less than 20% must be used to support safe and healthy students, and
• The remaining 60% of the money can be spent on all three priorities, including effective use of technology. However, within technology there is a 15% cap on spending for devices, equipment, software, and digital content.

• Limitation on Administration → 2%.
  • Includes “Administration” + “Indirect Costs.”
Title IV-A Student Support and Academic Enrichment (SSAE) (Continued)

• Grants < $30,000
  • No comprehensive Needs Assessment required
  • Must spend money on activities in at least one of the three categories.
    • If districts choose to spend in the well-rounded and/or safe and healthy students’ programs, an allocation must not be less than 20% of the total allocation.
    • If districts choose to spend in technology, there is a 15% cap on spending for devices, equipment, software, and digital content.

• Limitation on Administration → 2%.
  • Includes “Administration” + “Indirect Costs.”
Title IV-A: Nonpublic School Participation

- Nonpublic School Participation
  - Determined on enrollment from previous school year (Public + Participating Nonpublic)

- Any ESU having a Title IV-A Consortium or Cooperative that includes nonpublic schools within the boundaries of the public District(s) MUST upload a spreadsheet indicating nonpublic equitable services by District.

Mark YES if one or more nonpublic schools within the boundaries of your district will be participating in the Title IV-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 IV-A services.
Submitting the Application

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

- 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.
Consistency Check (cont.)

- You may want to take a screenshot of things needing to be fixed after running consistency check. This can be referenced as items are being addressed.
Making Changes to the grant After Running Consistency Check, but prior to submitting

• 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.
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.

• After running Consistency Check, applicant will re-submit the application for review.
NDE Review of Application (Continued)

- 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.
GMS Access Select (2)

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

- To view “Review Summary” select one of the radio buttons (“NDE Reviewer” or “NDE Leadership”).
  - Applicants may view the “Review Summary” while working on completing the application.
Page Lock Control

• If an application is returned for changes, use this page to unlock sections needing edits.
Page Lock Control Continued

• Complete sections can be unlocked; or
• Specific pages can be unlocked.
Grant Award Notification (GAN)

• To access GANs, go to GMS Access Select.
• Next to the approved application, select “View GAN.”
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.
Reimbursement and Time & Effort

• For information on Reimbursements or Time and Effort please look on the Federal Programs Website: https://www.education.ne.gov/federalprograms/#1617819071214-6ff4a0c8-2ad9

• The recorded presentation from Admin Days and the PowerPoint are both posted under the Grants Management (GMS) and Finance tab

• Who should watch?
  • Authorized Representatives
  • Bookkeepers
  • Others associated with the grant, reimbursements or Time & Effort
Resources

- NDE Federal Programs Webpage: https://www.education.ne.gov/federalprograms/
- NDE ESSA website: https://www.education.ne.gov/ESSA/index.html
- NDE Foster Care information is available at https://www.education.ne.gov/essa/

ESSA Consolidated Application Instructions are available on each page of the application.
Due Dates are Due Dates!

• School districts can make a request to submit data late or make data changes **ONLY IN EXTENUATING CIRCUMSTANCES.**
# --2021-22 ESSA Consolidated App REVIEWER ASSIGNMENTS --

<table>
<thead>
<tr>
<th>ESU</th>
<th>ESSA REVIEWER</th>
<th>Email</th>
<th>Phone</th>
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<td>1</td>
<td>Dottie Heusman</td>
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<td>402-219-4802</td>
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<tr>
<td>2</td>
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<td>18</td>
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<td><a href="mailto:beth.wooster@nebraska.gov">beth.wooster@nebraska.gov</a></td>
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Please contact your Reviewer first if you have questions.
Breakout Rooms are available if desired.