How to Submit:
The Stronger Connections Grant (SCG)

Pages 1-19 provide a step-by-step guide with screenshots on how to complete the grant.

Pages 20-23 provide a narrative on grant requirements.

1 Go to the 2023 School Year.

2 Scroll down to the "Stronger Connections 6424"

Perkins reVISION Action-6741   Original Application ⌄   Final Approved
View GAN

Non Funded

There currently aren't any Non Funded applications created.

▶ **Available**

Collections

There currently aren't any Central Data applications 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

Stronger Connections 6424   Submissions du

▶ TITLE I-SFI COMP 6212

Non Funded

There currently aren't any Non Funded applications available.

TESThost user ID: nu2008

For additional informa

3 Click create

| Open | Amend | Payments | Review Summary | Delete Application |

Create

Submissions due by 12/31/2999

tment of Education

4 The opening page is an overview of the grant. This will explain the funding period and the purpose of this grant. You do not need to do anything on this page.

5 The allocations page will be blank until the funds have been awarded. Once awarded, the amount you received will appear here. There is nothing to do on this page.

6 Contact information feeds directly from the Unified Grant Profile (UGP). If any changes or updates are needed, an amendment to the UGP must be done. Any communications from NDE will go to the person(s) listed here.

Applicant:	07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
Application:	2022-2023 Stronger Connections 6424 - 00-
Cycle:	Original Application

| Overview | Allocations | Contact Information | Needs Assessment | Program Objectives | Justification |

Stronger Connections Grant - Contact Information

By signing the Assurances page the applicant confirms that th

Authorized Representative (NDE considers the Superintendent to be the Authorized Representative). (Authorized Representative contact

First Name

Last Name

Phone ___ ___ ___ Extension ___

E-Mail

Financial Contact:
☐ Check if the Financial Contact is someone other than the Authorized Representative

---

7 Needs Assessment tab: Here you will answer the following questions. All questions must be answered.

Applicant:	07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
Application:	2022-2023 Stronger Connections 6424 - 00-
Cycle:	Original Application

| Overview | Allocations | Contact Information | Needs Assessment | Program Objectives | Justification |

Needs Assessment

1. Describe how the LEA engaged stakeholders in meaningful consultation regarding the safety and health of the students at the local level. Stakeholders organizations, and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children a engaged, and outcomes of the consultation. Answers must be detailed.
(0 of 2500 maximum characters used)

2. The LEA must provide the following data information:
   A. Percent of Poverty in the District for the 2022-2023 School Year as of January 1, 2023. _____ %

3. The LEA must provide data to show that in the last three years (20-21, 21-22, or 22-23) the District has had one or more challenges. Challenges woul homeless or foster student counts. In the boxes below check any that apply to the district, indicate in the textbox what data you have to support that,
   ☐ A recent disaster
   ☐ High mental health issues
   ☐ Chronic absenteeism
   ☐ Expulsion issues due to bullying or harassment
   ☐ High community violence

8 Describe how the LEA engaged stakeholders in meaningful consultation regarding the safety and health of the students at the local level.

Needs Assessment

1. Describe how the LEA engaged stakeholders in meaningful consultation regarding the safety and health of the students at the local level. Stakeholders organizations, and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children a engaged, and outcomes of the consultation. Answers must be detailed.
(0 of 2500 maximum characters used)

2. The LEA must provide the following data information:
   A. Percent of Poverty in the District for the 2022-2023 School Year as of January 1, 2023. [   ]%

3. The LEA must provide data to show that in the last three years (20-21, 21-22, or 22-23) the District has had one or more challenges. Challenges woul homeless or foster student counts. In the boxes below check any that apply to the district, indicate in the textbox what data you have to support that,
   - [ ] A recent disaster
   - [ ] High mental health issues
   - [ ] Chronic absenteeism
   - [ ] Expulsion issues due to bullying or harassment
   - [ ] High community violence
   - [ ] High school violence rates
   - [ ] High homeless or foster student counts

9 Report the Percent of Poverty in the District for the 2022-2023 School Year as of January 1, 2023.

.EA engaged stakeholders in meaningful consultation regarding the safety and health of the students at the local level. Stakeholders must include any of the stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, omes of the consultation. Answers must be detailed.
im characters used)

ide the following data information:
rerty in the District for the 2022-2023 School Year as of January 1, 2023. [   ]%

ide data to show that in the last three years (20-21, 21-22, or 22-23) the District has had one or more challenges. Challenges would be; a recent disaster, h student counts. In the boxes below check any that apply to the district, indicate in the textbox what data you have to support that, include the relevant dat:
: disaster
:ntal health issues
absenteeism
n issues due to bullying or harassment
mmunity violence
nool violence rates
meless or foster student counts

Save Pag

10 The district must provide data to show that in the last three years they have had challenges. Select the area that applies to your district. Then provide data. An example could be.... In the last three years our schools chronic absenteeism has risen from a rate of 3% to 33%.

3. The LEA must provide data to show that in the last three years (20-21, 21-22, or 22-23) the District has had one or more challenges. Challenges woul
   high homeless or foster student counts. In the boxes below check any that apply to the district, indicate in the textbox what data you have to support

- ☐ A recent disaster
- ☐ High mental health issues
- ☑ Chronic absenteeism
  (0 of 5000 maximum characters used)

- ☐ Expulsion issues due to bullying or harassment
- ☐ High community violence
- ☐ High school violence rates
- ☐ High homeless or foster student counts

TESThost user ID: nu2008

For additional informa

11 Another example could be...." In 2020 our district had 7 students who were experiencing homelessness. In 2021, we identified 18, in 2022 we identified 30 and in 23 our district identified 45 students experiencing homelessness.

3. The LEA must provide data to show that in the last three years (20-21, 21-22, or 22-23) the District has had one or more challenges. Challenges woul
   high homeless or foster student counts. In the boxes below check any that apply to the district, indicate in the textbox what data you have to support

- ☐ A recent disaster
- ☐ High mental health issues
- ☑ Chronic absenteeism
  (0 of 5000 maximum characters used)

- ☐ Expulsion issues due to bullying or harassment
- ☐ High community violence
- ☐ High school violence rates
- ☑ High homeless or foster student counts
  (0 of 5000 maximum characters used)

TE   er ID: nu2008

12 Save page.

strict has had one or more challenges. Challenges would be; a recent disaster, high mental health issues, chronic absenteeism, expulsion issues due to bullyi
indicate in the textbox what data you have to support that, include the relevant data, and summarize the need based on these data points.

Save Page

13 Click "Program Objectives"

07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
2022-2023 Stronger Connections 6424 - 00-
Original Application

| cations | Contact Information | Needs Assessment | Program Objectives | Justification | Budget | GEPA Informat |

ged stakeholders in meaningful consultation regarding the safety and health of the students at the local level. Stakeholders must include any of the following
ders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory
s of the consultation. Answers must be detailed.
ters used)

llowing data information:
he District for the 2022-2023 School Year as of January 1, 2023. 55 %

14 This tab is where you will describe the action plan your district has for the grant. Be as specific as possible.

DEP

Applicant: 07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
Application: 2022-2023 Stronger Connections 6424 - 00-
Cycle: Original Application

| Overview | Allocations | Contact Information | Needs Assessment | Program Objectives | Justification |

Program Objectives

1. Action Plan: Describe in detail how funds from the Stronger Connections Grant will support safe and healthy student outcomes. Be clear and detailed in
   (0 of 5000 maximum characters used)

2. Provide a brief summary of how funds will be used to support the Action Plan as outlined in question #1.
   (0 of 2500 maximum characters used)

2a. If funds are not avaialbe for the entire amount requested, prioritze the items listed in answer #2. Be very detailed and specific. Example: #1 ne
   (0 of 2500 maximum characters used)

---

15 Explain how the funds will be used.

| Overview | Allocations | Contact Information | Needs Assessment | Program Objectives | Justification |

Program Objectives

1. Action Plan: Describe in detail how funds from the Stronger Connections Grant will support safe and healthy student outcomes. Be clear and detailed in
   (23 of 5000 maximum characters used)
   Describe Action plan...

2. Provide a brief summary of how funds will be used to support the Action Plan as outlined in question #1.
   (0 of 2500 maximum characters used)

2a. If funds are not avaialbe for the entire amount requested, prioritze the items listed in answer #2. Be very detailed and specific. Example: #1 ne
   (0 of 2500 maximum characters used)

3. Describe the rationale behind selecting this program(s) including the match to the needs assessment and the stakeholder feedback.
   (0 of 2500 maximum characters used)

16 Question 2a is what will feed to the budget page. It is likely districts will NOT be awarded what is asked for. It is imperative to prioritize what is the most needed.

Describe Action plan...

2. Provide a brief summary of how funds will be used to support the Action Plan as outlined in question #1.
(30 of 2500 maximum characters used)
We will support the plan by...

2a. If funds are not avaialbe for the entire amount requested, prioritze the items listed in answer #2. Be very detailed and specific. Example: #1 ne
(0 of 2500 maximum characters used)

3. Describe the rationale behind selecting this program(s) including the match to the needs assessment and the stakeholder feedback.
(0 of 2500 maximum characters used)

4. Describe the group of students that will be most impacted by this program(s) and how the district will measure/evaluate the effectiveness of the progr
(0 of 2500 maximum characters used)

---

17 Explain why the district selected the program, include stakeholder feedback.

We will support the plan by...

2a. If funds are not avaialbe for the entire amount requested, prioritze the items listed in answer #2. Be very detailed and specific. Example: #1 ne
(61 of 2500 maximum characters used)
The most important thin is...... it is estimated to cost.....

3. Describe the rationale behind selecting this program(s) including the match to the needs assessment and the stakeholder feedback.
(0 of 2500 maximum characters used)

4. Describe the group of students that will be most impacted by this program(s) and how the district will measure/evaluate the effectiveness of the progr
(0 of 2500 maximum characters used)

5. What is the timeline for implementation of the program(s) at the district/building level?
(0 of 1000 maximum characters used)

18 Question 4 has two parts. Part 1 asks who will be impacted the most. The second part is how the district will measure the effectiveness of the action plan.

2a. If funds are not avaialbe for the entire amount requested, prioritze the items listed in answer #2. Be very detailed and specific. Example: #1 ne
(61 of 2500 maximum characters used)

The most important thin is....... it is estimated to cost.....

3. Describe the rationale behind selecting this program(s) including the match to the needs assessment and the stakeholder feedback.
(24 of 2500 maximum characters used)

We chose this because...

4. Describe the group of students that will be most impacted by this program(s) and how the district will measure/evaluate the effectiveness of the progra
(0 of 2500 maximum characters used)

5. What is the timeline for implementation of the program(s) at the district/building level?
(0 of 1000 maximum characters used)

---

19 Explain the timeline for the plan

(24 of 2500 maximum characters used)

We chose this because...

4. Describe the group of students that will be most impacted by this program(s) and how the district will measure/evaluate the effectiveness of the progra
(59 of 2500 maximum characters used)

The group of students that will be most impacted will be...

5. What is the timeline for implementation of the program(s) at the district/building level?
(0 of 1000 maximum characters used)

6. How will the district sustain this program(s) after the grant period ends?
(0 of 2500 maximum characters used)

7. At what level of evidence are the specific intervention(s) or strategy(ies) to address safe and healthy students? Select a level and then give a brief des
   ○ Tier 1: Stronger Evidence
   ○ Tier 2: Moderate Evidence

20 Explain how the district will sustain the plan once the grant funds are no longer available.

5. What is the timeline for implementation of the program(s) at the district/building level?
(19 of 1000 maximum characters used)

The timeline is....|

6. How will the district sustain this program(s) after the grant period ends?
(0 of 2500 maximum characters used)

7. At what level of evidence are the specific intervention(s) or strategy(ies) to address safe and healthy students? Select a level and then give a brief des
- ○ Tier 1: Stronger Evidence
- ○ Tier 2: Moderate Evidence
- ○ Tier 3: Promising Evidence
- ○ Tier 4: Demonstrates a Rationale

(0 of 2500 maximum characters used)

---

21 What level does the plan address safe and healthy students? Then give a brief description.

The timeline is....

6. How will the district sustain this program(s) after the grant period ends?
(46 of 2500 maximum characters used)

This district will sustain this program by....

7. At what level of evidence are the specific intervention(s) or strategy(ies) to address safe and healthy students? Select a level and then give a brief des
- ⦿ Tier 1: Stronger Evidence
- ○ Tier 2: Moderate Evidence
- ○ Tier 3: Promising Evidence
- ○ Tier 4: Demonstrates a Rationale

(0 of 2500 maximum characters used)

22 Save Page

e and healthy students? Select a level and then give a brief description of why it is at that level.

Save Page

MTW GMS

For additional information please contact the Nebraska Department of Education
Contact Us

23 Justification Page : Select which allowable use(s) your action plan falls under.

| Overview | Allocations | Information | Assessment | Objectives | Justification |

Allowable Uses

All districts must complete the information at the bottom based upon the use of funds.
Safe and Healthy Students Allowable Uses

☐ Drug and violence prevention training
☐ Human trafficking awareness and training
☐ Preventing bullying and harassment activities and programs
☐ School-based mental health services
☐ Healthy/Active lifestyle program
☐ Relationship-building activities and programs
☐ Schoolwide positive behavioral interventions support (PBIS) activities and programs
☐ Violence prevention, crisis management and conflict resolution training
☐ Building school and community relationships
☐ Social/Emotional Learning

☐ Child sexual abuse awareness and prevention
☐ Coordinate with other schools and community-based services
☐ Parental involvement activities
☐ Re-entry programs
☐ School dropout prevention programs
☐ Suicide prevention training
☐ Trauma-informed classroom management training and progra
☐ Reducing use of exclusionary discipline practices and promoti
☐ Other safe and supportive programs or services

24 Select all that apply.

Safe and Healthy Students Allowable Uses

- ☐ Drug and violence prevention training
- ☐ Human trafficking awareness and training
- ☐ Preventing bullying and harassment activities and programs
- ☑ School-based mental health services
- ☐ Healthy/Active lifestyle program
- ☑ Relationship-building activities and programs
- ☐ Schoolwide positive behavioral interventions support (PBIS) activities and programs
- ☐ Violence prevention, crisis management and conflict resolution training
- ☐ Building school and community relationships
- ☐ Social/Emotional Learning

- ☐ Child sexual abuse awareness and prevention
- ☐ Coordinate with other schools and community-based services
- ☐ Parental involvement activities
- ☐ Re-entry programs
- ☐ School dropout prevention programs
- ☐ Suicide prevention training
- ☐ Trauma-informed classroom management training and progra
- ☐ Reducing use of exclusionary discipline practices and promoti
- ☐ Other safe and supportive programs or services

TES___ ___er ID: nu2008

25 Click "Budget"

DEPARTMENT OF EDUCATION

d to be corrected to pass the consistency check):

| Needs essment | Program Objectives | Justification | Budget Allowable Uses | GEPA Information | Assurances | Amendn Descrip |

ds.

- ☐ Child sexual abuse awareness and prevention
- ☐ Coordinate with other schools and community-based services and programs
- ☑ Parental involvement activities
- ☐ Re-entry programs

26   here is only one function code - safe and healthy. Allocate funds where needed.

Note: This Object Code summary displays amounts already paid, to aid in budget amendments. This does not include those reimbursement

Paid to Date Amounts	100 - Salaries	200 - Employee Benefits	300
	$0	$0	
Current Budgeted Amounts by Object Code	$0	$0	

Total Allocation Available for Budgeting $0

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

The most important thin is...... it is estimated to cost.....

Function Code	100 - Salaries	200 - Employee Benefits	300 – Professional Technical Services
01-Safe and Healthy ⌄	0	0	0
⌄	0	0	0
⌄	0	0	0
Sub Total	$0	$0	$0

[Create Additional Entries]

** TOTALS **	$0	$0	$0

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$0
(B) Capital Assets Costs	$0
(C) Allowable Direct Costs (A-B)	$0
(D) Indirect Cost Rate %	3.3627

---

27   Calculate and save page.

NEBRASKA
DEPARTMENT OF EDUCATION

07-071-9901 13 COLUMBUS PUBLIC SCHOOLS
2022-2023 Stronger Connections 6424 - 00-
Original Application

Stronger Connecti
Click to Return to CH
Click to Return t

Allocations	Contact Information	Needs Assessment	Program Objectives	Justification	Budget	GEPA Information	Assurances	Amendment Description	Submit	Application History	Page_Lock Control

Budget Total | Budget Summary | | Capital Assets

BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places. e.g., 2536)

t 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.

counts	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/800 - Other Purchased Services	600 – Supplies	700 – Capital Assets	Indire
	$0	$0	$0	$0	$0	$0	
d Amounts by Object Code	$0	$0	$0	$0	$0	$0	$

ailable for Budgeting $0

s budgeting funds for salaries, funds must also be equitably allocated for employee benefits.

last thin is..... it is estimated to cost.....

Function Code	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/800 - Other Purchased Services	600 – Supplies	700 – Capital Assets	Total StrongerConnections- 6424 Funds	Delete Row
thy ⌄	0	0	0	0	12000	0	$0	☐
⌄	0	0	0	0	0	0	$0	☐
⌄	0	0	0	0	0	0	$0	☐
Sub Total	$0	$0	$0	$0	$0	$0	$0	

[Entries]

** TOTALS **	$0	$0	$0	$0	$0	$0	$0	
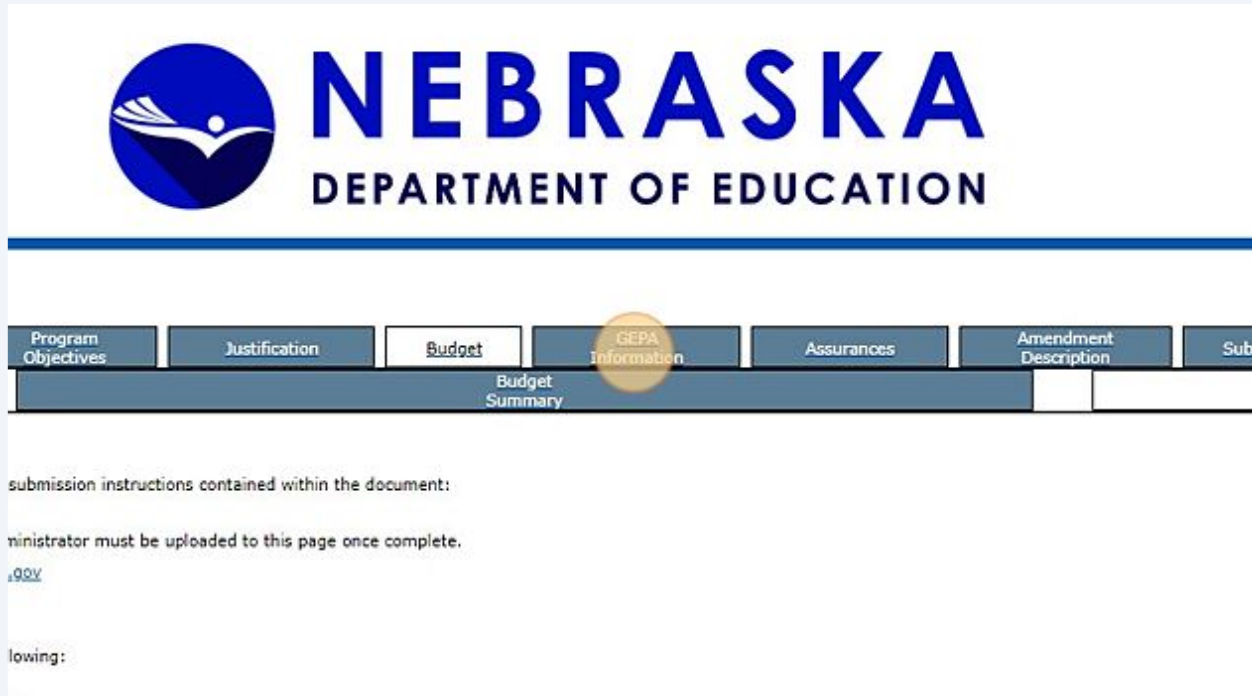
imum Indirect Cost allowed

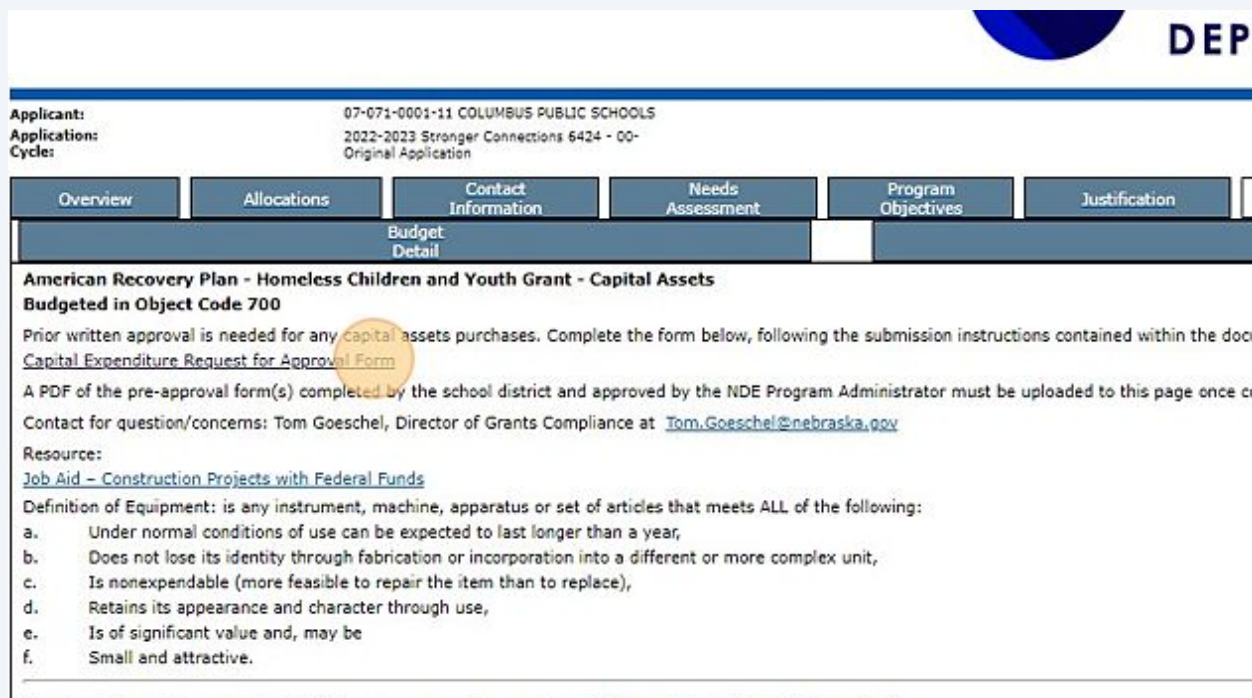|		
Available for Budgeting	$0	(F) Total budgeted above
Costs	$0	(G) Budgeted Indirect Cost
t Costs (A-B)	$0	(H) Total Budget (F+G)
ate %	3.3627	Allocation Remaining (A-H)
rect Cost (C*(D)/(1+D))	$0	

28 Click "GEPA Information" - This tab will now be on all federal grants. No forms are needed to be uploaded.

NEBRASKA
DEPARTMENT OF EDUCATION

Program Objectives	Justification	Budget	GEPA Information	Assurances	Amendment Description	Sub
		Budget Summary				

submission instructions contained within the document:

ministrator must be uploaded to this page once complete.

.gov

lowing:

---
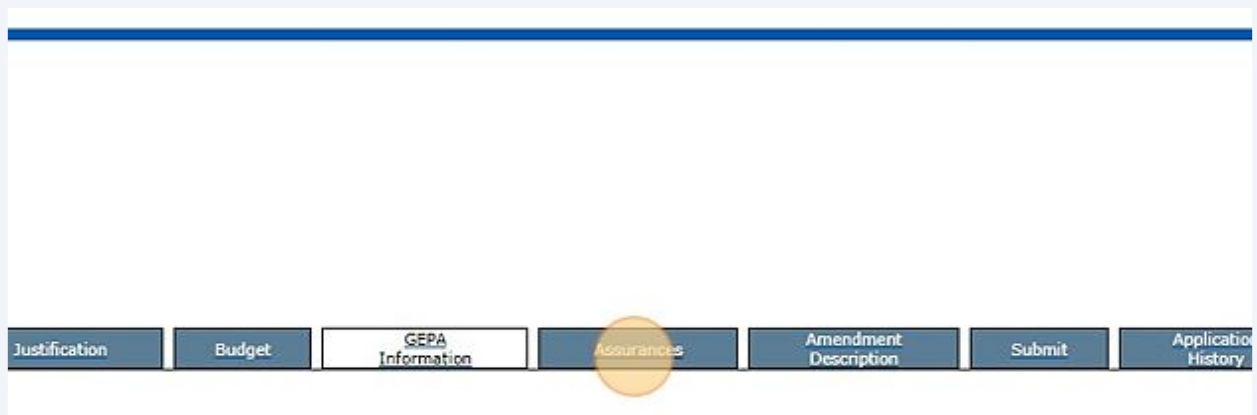
29 Click the links for more information.

DEP

Applicant:		07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
Application:		2022-2023 Stronger Connections 6424 - 00-
Cycle:		Original Application

Overview	Allocations	Contact Information	Needs Assessment	Program Objectives	Justification
		Budget Detail			

American Recovery Plan - Homeless Children and Youth Grant - Capital Assets
Budgeted in Object Code 700

Prior written approval is needed for any capital assets purchases. Complete the form below, following the submission instructions contained within the doc

Capital Expenditure Request for Approval Form

A PDF of the pre-approval form(s) completed by the school district and approved by the NDE Program Administrator must be uploaded to this page once c

Contact for question/concerns: Tom Goeschel, Director of Grants Compliance at Tom.Goeschel@nebraska.gov

Resource:

Job Aid – Construction Projects with Federal Funds

Definition of Equipment: is any instrument, machine, apparatus or set of articles that meets ALL of the following:

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

30 Answer the following questions.

President's Executive Order 13985
GEPA Section 427
U.S. Department of Education Equity Plan
Job Aid – GEPA
Frequently Asked Questions

Applicants may learn more about GEPA Section 427 by participating in a U. S. Department of Education 30-minute computer based training, Ensuring Equi

Please respond to the following requests for information, each text box allows for 2500 characters:
1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project
   Character Count: (0 of 2500 maximum characters used)

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries
   Character Count: (0 of 2500 maximum characters used)

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or acti
   Character Count: (0 of 2500 maximum characters used)

31 Save page

and participation of students, educators, or other beneficiaries?

uitable access and participation in the proposed project or activity?

iers?

Save Page

32 Click "Assurances"

| Justification | Budget | GEPA Information | Assurances | Amendment Description | Submit | Applicatio History |

NTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

ram.

TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

er than individuals:

---

33 District will be required to agree to the assurances.

Applicant: 07-071-0001-11 COLUMBUS PUBLIC SCHOOLS
Application: 2022-2023 Stronger Connections 6424 - 00-
Cycle: Original Application

| Overview | Allocations | Contact Information | Needs Assessment | Program Objectives | Justification |

Assurances

☐ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the attestat

1. The applicant will administer the Stronger Connections Grant project in accordance with all applicable statutes, regulations, program plans,
2. The applicant will adopt and use proper methods for administering the Stronger Connections Grant project, including:
   a) The enforcement of any obligations imposed by law.
   b) The correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
   c) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the
3. The applicant will make reports to the Nebraska Department of Education (NDE) as may be necessary to enable the agency and the staff to
4. The applicant will give notice of the intent to submit an application to the community and that the application and any waiver request will b
5. The applicant will administer the program in conformity with the Stevens Amendment.
6. The applicant will make all equitable access to and equitable participation in the program's activities to be conducted in compliance with ap Discrimination Act of 1975.

34 Save page

iilty and that the application and any waiver request will be available for public review after submission of the application.

nent.

rogram's activities to be conducted in compliance with applicable federal civil rights laws, including Title VI of the Civil Rights Act of 1964, Section 504 of the

pulation, the Single Audit Act, and the Gun Free Schools Act of 1994.

eral or state agency.

plicant must disclose in writing any potential conflict of interest to the Nebraska Department of Education (NDE).

:ivil rights laws.

eir families, if those students are part of the target population.

be funded under the grant.

rson a dangerous weapon or training in dangerous weapons. A dangerous weapon is defined in section 930(g)(2) of title 18 of the US Code is a weapon, dev

on.

Save Page

MTW GMS
SOLUTIONS

---

35 Click "Submit"

RASKA
OF EDUCATION

Stronger Connections-BSCA
Print
Click to Return to GMS Access/
Click to Return to Menu Lis

| GEPA ormation | Assurances | Amendment Description | Submit | Application History | Page_Lock Control | Applicati Print |

below, as applicable to the program(s) for which funding is requested.

ssures:

r the Stronger Connections Grant Project.

36   Run the consistency check. Then submit.

: SCHOOLS
:24 - 00-

| Needs Assessment | Program Objectives | Justification | Budget | GEPA Information | Assurances |

The Consistency Check must be successfully processed before you can submit

Consistency Check   Lock Application   Unlock Application

6/1/2023

STRONGER CONNECTIONS GRANT (SCG) APPLICATION INSTRUCTIONS

Updated June 12, 2023

Minimum Software and Browser Requirements:

Internet Access

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

Operating Systems

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

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

Browsers

- Google Chrome
  - To download: https://www.google.com/chrome/
- Mozilla Firefox 1.5 or higher
  - To download: http://www.mozilla.com/en-US/firefox/

The GMS may function properly with other browsers such as Safari and Edge. However, NDE recommends using one of the browsers listed above.

Pop-up Blocker

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

Resolution

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

Overview of the Grants Management System Rules

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

Page Design

- At the top of each page is the name of the applicant and a unique number assigned to each applicant. The first two digits are the ESU area, followed by county, district, and if applicable building numbers.
- A pull-down menu on the right-hand side contains all grant programs included in the application.
- Beneath the pull-down menu is an option to print a page without the graphics (Printer Friendly). If you desire to print a web page within the GMS, it is recommended to first click the Printer Friendly link, and then use your browser's File Print option.
- A link (identified by the underline) to instructions is also on the top right-hand side of most pages.
- Across the screen is a TAB strip designed to look like the tabs from a file folder. The number and names of tabs will vary. Each tab represents a different web page that should be reviewed and completed by the applicant. Some pages, like Overview, are strictly informational, and require no data entry.

Assistance to Applicants

- A **"Contact Us"** link at the bottom of each application page provides a list of program staff, financial services staff, data center staff and the helpdesk email and phone numbers. **If program questions or technical problems arise, use this link to determine whom to contact.**

Security

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

History

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

Built-in Validations and Accuracy

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

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

Amendment Description

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

Communication

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

Lock Application

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

NDE Review and Approval of Applications

Each Application will be reviewed and scored by two individuals. Each applicant will have one person to contact with questions regarding the application. Final approval of applications will be given by a NDE Office Administrator.

When an application is being reviewed for approval, the reviewer will use the Review Checklist. This Checklist is available to all applicants as a reference during the process of completing their application. Any applicable item on the checklist that is not acceptable will cause the application to be returned to the district or ESU for changes. The Checklist will identify the needed changes and contain the comments of the reviewer as to what is needed. The Checklist is accessible by clicking the **"Review Summary"** button on the Application Select page. To view the Checklist, you must allow popups for the page to display. During the review and approval process, the Department staff will not be able to change anything on the application.

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

Types of Users

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

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

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

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

EACH USER SHOULD LOG IN WITH THEIR OWN PASSWORD.