2017-18
ESSA Consolidated Application
GMS Login

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

Welcome to the Grants Management System

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 2016-2017 LEP/Poverty Plans - Contact Richard Schoenauer at 402-496-6512 or richard.schoenauer@ne.gov.

The U.S. Department of Education has decreased the allocations to Nebraska for the Federal programs that reside within the new GMS Consolidated application. Since these allocations will need to be recalculated by NDE, the 2016 ESSA Consolidated application will not open until mid-October.

Due November 30: The 2017-18 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 ( ` _ & /').

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 ESSA 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

For additional information please contact the Nebraska Department of Education

Contact Us
• To create an application, find “ESSA Consolidated” under “Formula Grant.”
• Select “Create.”
• Logging in after the application has been created:
  • Find “ESSA Consolidated.”
  • Select “Open” or “Review Summary.”
Review Summary

• To view “Review Summary” select one of the radio buttons.
• Applicants may view the “Review Summary” while working on completing application.
• Provides a list of grants included in the ESSA Consolidated Application.
• Includes the “Purpose” to be supported by grants in this application.
• Lists allocations received by applicant.
• No limit on amount of funds that can be transferred. (Funds can’t be transferred out of Title I.)

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### ESSA ALLOCATIONS PAGE

<table>
<thead>
<tr>
<th>Current Year Funds</th>
<th>Title IV-D</th>
<th>Title IV-E</th>
<th>Title IEP-4925</th>
<th>Title IIE-4926</th>
<th>Title IV-E 4967</th>
<th>Title IV-E 4920</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation</td>
<td>$8,777,560</td>
<td>$1,126,323</td>
<td>$651,784</td>
<td>$44,676</td>
<td>$13,407,900</td>
<td>$90,155</td>
</tr>
<tr>
<td>Reallocated (+)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Current Year</td>
<td>$8,777,560</td>
<td>$1,126,323</td>
<td>$651,784</td>
<td>$44,676</td>
<td>$13,407,900</td>
<td>$90,155</td>
</tr>
<tr>
<td>Prior Year(s) Funds</td>
<td>$9,073</td>
<td>$11,209</td>
<td>$1,175</td>
<td>$334</td>
<td>$8,970</td>
<td>$54,099</td>
</tr>
<tr>
<td>Reallocated (+)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Prior Year(s)</td>
<td>$9,073</td>
<td>$11,209</td>
<td>$1,175</td>
<td>$334</td>
<td>$8,970</td>
<td>$54,099</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$8,856,633</td>
<td>$11,449,529</td>
<td>$652,959</td>
<td>$44,990</td>
<td>$13,407,900</td>
<td>$101,956</td>
</tr>
</tbody>
</table>

### Multi-District

| Transfer In (+)    | $0          | 0          | 0              | $0             | $0             | $0             |
| Transfer Out (-)   | $0          | 0          | 0              | 0              | 0              | 0              |
| Administrative Agent| 0          | 0          | 0              | 0              | 0              | 0              |

| Adjusted Sub Total | $8,856,633 | $11,449,529| $652,959       | $44,990        | $13,407,900    | $101,956       |

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**Adjustment Notes:**

- Complete the section below to notify the SSA that the applicant is transferring or freezing funds per the provisions of the State and local Transferability Act. Guidance on Transferability is available at [http://www.ed.gov/programs/transfersbi/transferability.html](http://www.ed.gov/programs/transfersbi/transferability.html).

**Funds Available for Transfer/Flex:**

<table>
<thead>
<tr>
<th>Title IV-D</th>
<th>Title IV-E</th>
<th>Title IEP-4925</th>
<th>Title IIE-4926</th>
<th>Title IV-E 4967</th>
<th>Title IV-E 4920</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Year</td>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cap for Carpey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Available for Transfer/Flex</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Release Remaining Funds to NDE:**

<table>
<thead>
<tr>
<th>Title IV-D</th>
<th>Title IV-E</th>
<th>Title IEP-4925</th>
<th>Title IIE-4926</th>
<th>Title IV-E 4967</th>
<th>Title IV-E 4920</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Adjustment</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Available for Budgeting</td>
<td>$8,856,633</td>
<td>$11,449,529</td>
<td>$652,959</td>
<td>$44,990</td>
<td>$13,407,900</td>
</tr>
</tbody>
</table>
Contact Information

- No changes to this page—enter appropriate 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.

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 Assessments
  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 NA 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.

- 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

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.

1. Strong Evidence. 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 of 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. 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 findings in studies that meet WWC Evidence Standards with or without reservations or are of 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;
   2. Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet WWC Evidence Standards with or without reservations or are of equivalent quality for making causal inferences.

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

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

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.

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 Counts: (0 of 5000 maximum characters used)
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.

- Must be signed before running Consistency Check
• If an application is returned for changes, use this page to unlock sections needing edits.
Page Lock Control (2)

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

![Page Lock Control Interface](Image)
• 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.
• 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.
• 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 Summary

• The budget lines from all goals on Budget Summary are combined. No information is entered on this page.
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 Step 2

- Targeting Step 2
- No data is entered.
- Poverty is calculated based on data entered in Targeting Step 1.
• Select ranking method.
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 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>$901,290</td>
<td>$17,561</td>
<td>$918,851</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Low Income Students in Participating Attendance Areas</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>938</td>
<td>37</td>
<td>3.79 %</td>
</tr>
<tr>
<td>Percentage</td>
<td>96.21%</td>
<td>3.79%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Proportional Amounts</td>
<td>$884,027</td>
<td>$34,824</td>
<td>$918,851</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 ≥ $500,000.
    - 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.

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**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.

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### Formula to Determine Amount for Title II, Part A Equitable Expenditures

**Section A**

1. Number of Students
   - A1: LEA Enrollment
   - A2: Participating Nonpublic Schools Enrollment
   - A3: Total Enrollment = A1 + A2

**Section B**

1. Title II, Part A Allocation
   - B1: Total LEA Allocation
   - B2: Administrative Costs (for public and nonpublic school programs - may include indirect cost rate)

**Section C**

1. Per Pupil Rate
   - C1: B3 divided by A3

**Section D**

1. Equitable Services
   - D1: Amount LEA must reserve for equitable services for nonpublic school teachers and other educational personnel = A2 x C1
   - D2: Amount available for services for public school teachers and other educational personnel = B3 - D1

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**ESUs Having Title II-A Consortium that includes nonpublic schools within the boundaries of the public school district MUST upload a spreadsheet 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

Upload

**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.
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/esea-act-of-1965.pdf](http://www2.ed.gov/documents/esea-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/wcr](https://ies.ed.gov/ncee/wcr)
- 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 principals, 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 school 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]
• Limitation on Administration \(\rightarrow\) 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.
  – Both terms are found throughout this section of the application.
Title III 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.
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.
• 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.
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.
• 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.
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.
*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

- ESSA Consolidated Application Instructions are available on each page of the application.
Questions are guaranteed in life; Answers aren't.