



Opportunity Through Education

Megan Degenfelder – *Superintendent of Public Instruction*
Dicky Shanor – *Chief of Staff*

Wyoming Department of Education
122 W. 25th St., Ste. E200
Cheyenne, WY 82002
307-777-7675

eGMS Guidebook

How To Complete ESEA Consolidated Application in the New eGMS

December 2024

Wanda Maloney – *Chief Policy Officer* | **Trent Carroll** – *Chief Operations Officer*
Shelley Hamel – *Chief Academic Officer* | **Linda Finnerty** – *Chief Communications Officer*

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All Titles

Allocations

Transferability allows local educational agencies to transfer certain funds between federal programs to better address their unique needs. Optional participation is authorized by Title V, Part A of the Elementary and Secondary Education Act. Enter partial or entire allocations from Title I Part D, Subpart 2; Title II Part A; Title III EL; Title III Immigrant; Title IV, Part A; and Title V, Part B (RLIS) into Title I, Part A. Any funds transferred to Title I, Part A, and Title III lose their source identity and become Title I or Title III funds and can't be transferred back out.

Title V, Part B Alternative Fund Use Authority

Please read the purpose statement on this page to exercise alternative fund use authority.

Required Documents Checklist

#1, #2, #3, and #6 below are required. If exempt from the comparability calculation, please complete the assurance form. #4 and #5 are required if a private school and/or a homeschool requested and were approved to receive Title I-A equitable share. #7 is required, if applicable.

1. Title I comparability assurance and/or calculation,
2. Supplement not supplant methodology,
3. District EL plan,
4. Verification of participation of private or homeschool participation forms,
5. Affirmation of consultation with private school officials,
6. District foster care plan,
7. Reading program update.

Constituency Participation

#1 and #2 encompass the (2024-2025) consolidated grant planning meeting as well as program-specific meetings. Announce/invite constituency names/representatives to attend the consolidated grant planning meeting and program-specific meetings designed for the 2024-2025 school year.

GEPA Narratives

1. Describe the district's plan for serving children living in local institutions for neglected or delinquent children, and include a description of transition plans for students going to, or returning from, institutions.
2. Describe the district's plan for serving neglected and delinquent children in community day school programs.
3. Describe the district's plan for serving eligible homeless children.

- a. Describe how the district identifies and serves homeless children and youth within the district.
 - b. Include how the district ensures that they are meeting all the requirements under the McKinney-Vento Homeless Assistance Act.
4. Describe the district's plan to serve children who may be English Learners (EL). The plan must include the method for identification and placement of LEP students (*i.e. home language survey and EL screener*), the staff, materials, and facilities identified to be used in the "core" English language instruction program, and methods and procedures the school district will use to measure the effectiveness of the program.
 - a. What questions are asked on your district's home language survey?
 - b. What English Language Proficiency Assessment will the district be using for students in each grade level cluster? (*WIDA Screener for Kindergarten or MODEL and WIDA SCREENER*)
 - c. What type of EL programs are provided by your district? (*Example of effective LIEPs: dual immersion, ESL pull-out, content-based ESL, sheltered instruction, structured english immersion, heritage language, etc.*)
 - d. What staff (how many instructors including teachers and paraprofessionals) are used in your Core ELL program? (**Do not** include staff that provide ELL services that are supplemental to your Core ELL program.)
 - e. What materials are used in your Core ELL program? (**Do not** include materials that are purchased to supplement your Core ELL program, only include ELL curriculum, etc. that is used for English Language Acquisition and/or access to mainstream content that is part of your Core ELL program)
 - f. What facilities are used in your Core ELL program? (*For many LEAs this may be your regular classroom, but if you have a designated/dedicated ELL classroom that is used by all ELLs, you should include this information.*)
5. Describe the district's plan to serve migratory children under Title I, Part C, or who were formerly eligible for services under Part C.
6. Describe the district's plan to serve youth at risk of dropping out.
7. Describe the district's plan to serve immigrant students: This refers to individuals who are aged 3 to 21, were not born in any state, and have not attended one or more schools in any one or more states for more than 3 full academic years. A student does not need to be an EL to qualify as an immigrant student. How will your district provide services to immigrant students? (*Address how you will serve immigrant students. Identify the activities that specifically address the educational opportunities of immigrant students and their families, e.g. access to formal education, academic background, cultural experiences, language spoken, and acclimation to the American education system.*)

Budget

To modify the budget, select the "modify" link next to the corresponding activity code for which the district is budgeting funds.

Budget

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

Go To

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$0.00

Upload Budget Data Download Budget Data

Budget by Object Code

Monthly All	Activity Code	Total
Monthly	10 - Administration	\$0.00
Monthly	20 - Coordination of Services	\$0.00
Monthly	55 - Prof. Development (Public)	\$0.00
Monthly	55 - Professional Development (Nonpublic)	\$0.00
Monthly	60 - Outside Service Assistance Providers	\$0.00
Monthly	118 - Evaluation & Support Systems	\$0.00
Monthly	139 - Recruiting/hiring/retaining effective teachers	\$0.00
Monthly	160 - Hiring qualified individuals from other fields	\$0.00
Monthly	161 - Evidence-based class size reduction	\$0.00
Monthly	162 - Personalized professional development	\$0.00
Monthly	163 - Teach children with disabilities and EL	\$0.00
Monthly	164 - PD - instruction in the early grades	\$0.00
Monthly	165 - PD - formative assessments	\$0.00
Monthly	166 - in-service training for school personnel	\$0.00
Monthly	167 - identify and support gifted and talented	\$0.00
Monthly	168 - Insp. Effective school library programs	\$0.00
Monthly	169 - PD - prevent/recognize child sexual abuse	\$0.00
Monthly	170 - STEM instruction and instructional leadership	\$0.00
Monthly	171 - improve school working conditions	\$0.00
Monthly	172 - PD - integrate academics, CTE, WBL	\$0.00
Monthly	173 - Other Allowable I-A Activities	\$0.00
Monthly	100 - AFUL	\$0.00
Monthly	IOC - Indirect Cost	\$0.00
Total		\$0.00
Allocation		\$152,111.29
Remaining		\$152,111.29

This will open the *Budget Detail page*. Select *Add Budget Detail* (the highlighted item on the left in the image below.)

Budget Detail

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

Return

Indirect Cost		Filtering: 0 out of 0 Budget Details match selected filters Show All / Clear All			
Total Contributing to Indirect Cost	\$0.00	Activity Code	Object Code	Location Code	Narrative
Indirect Cost Rate	6.19%	55 - Prof. Development...	All	All	No Options Selected
Maximum Allowed for Indirect Cost	\$0.00				

Download Budget Data

Add Budget Detail

Items: 0 out of 0

Enable	Edit	Budget Detail	Narrative Description

Items: Page 10

Total for filtered Budget Details:	\$0.00
Total for all other Budget Details:	\$0.00
Total for all Budget Details:	\$0.00
Allocation:	\$152,111.29
Remaining:	\$152,111.29

Return

Begin budgeting by selecting the appropriate object code. In this case, the district will select 100 series for salaries.

Create Budget Detail

Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

ET Session Timeout: 58:54 (Hide Timer)

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$0.00

Budget Detail		Narrative Description	
Activity Code:	55 - Prof. Development (Public)		
Object Code:	100 - Personnel Services-Salaries		
Location Code:	200 - Personnel Services-Employee Benefits		
Quantity:	300 - Purchased Services		
Cost:	400 - Supplies and Materials		
	500 - Capital Outlay		
Budget Detail Total:	\$0.00		

Total for all other Budget Details:	\$0.00
Total for all Budget Details:	\$0.00
Allocation:	\$152,111.29
Remaining:	\$152,111.29

Then, the district will select the *Location Code* from the dropdown menu, if it is a school site specific expense. Select *Quantity* and enter the *Cost (per unit)*. Type a brief description of the item or activity. An example could be, "The salary will be paid to the Math Instructional Coach to provide coaching and PD to all elementary buildings. The PD and instructional coaching cycles

will address the identified need within the district to improve effective teaching practices and student outcomes with an emphasis on third and fifth grade.” In this instance, the district will leave the quantity at “1” since there is only one salaried position for this activity and budget the salary cost for this position. For the purpose of this example, it is \$52,000.

Select *Create* at the bottom of the page to add the item to the budget.

A budget example with more than one in the quantity might be for stipends for PD. The budget entry below is for up to 10 stipends for teachers for participation in a year-long PD cycle outside of contract hours. The quantity is 10 and the cost of the stipend is \$200 per stipend. The program will automatically calculate the total \$2,000 when *Create* is selected for this budget item.

The total amount budgeted for PD is now \$54,000 and can be seen when *Create* is selected.

Click *Return* on the top of the budget detail page, to return to the budget overview. There, the district can see how much is budgeted in each activity code category so far and how much of the allocation is remaining.

Modify All	Activity Code	Total
Modify	10 - Administration	\$0.00
Modify	20 - Coordination of Services	\$0.00
Modify	55 - Prof. Development (Public)	\$54,000.00
Modify	56 - Professional Development (Nonpublic)	\$0.00
Modify	99 - Outside Technical Assistance Providers	\$0.00
Modify	158 - Evaluation & Support Systems	\$0.00
Modify	159 - Recruiting/hiring/retaining effective teachers	\$0.00
Modify	160 - Hiring qualified individuals from other fields	\$0.00
Modify	161 - Evidence-based class size reduction	\$0.00
Modify	162 - Personalized professional development	\$0.00
Modify	163 - Teach children with disabilities and EL	\$0.00
Modify	164 - PD - instruction in the early grades	\$0.00
Modify	165 - PD - formative assessments	\$0.00
Modify	166 - In-service training for school personnel	\$0.00
Modify	167 - Identify and support gifted and talented	\$0.00
Modify	168 - Supp. Effective school library programs	\$0.00
Modify	169 - PD - prevent/recognize child sexual abuse	\$0.00
Modify	170 - STEM instruction and instructional leadership	\$0.00
Modify	171 - Improve school working conditions	\$0.00
Modify	172 - PD - integrate academics, CTE, WBL	\$0.00
Modify	173 - Other Allowable II-A Activities	\$0.00
Modify	180 - AFUA	\$0.00
Modify	IDC - Indirect Cost	\$0.00
Total		\$54,000.00
Allocation		\$152,111.29
Remaining		\$98,111.29

Note: Another way to budget is by using *Object Code*. From the budget page, select *Budget by Object Code*.

Budget Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

Go To ▶

Indirect Cost	
Total Contributing to Indirect Cost	\$54,000.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$3,342.60

Upload Budget Data | Download Budget Data

Budget by Object Code

Select the *Object Code* to modify. In the example below, the district will select the 300 series.

Indirect Cost	
Total Contributing to Indirect Cost	\$54,000.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$3,342.60

Upload Budget Data | Download Budget Data

Budget by Activity Code

Modify All	Object Code	Total
Modify	100 - Personnel Services-Salaries	\$54,000.00
Modify	200 - Personnel Services-Employee Benefits	\$0.00
Modify	300 - Purchased Services	\$0.00
Modify	400 - Supplies and Materials	\$0.00
Modify	500 - Capital Outlay	\$0.00
Modify	IDC - Indirect Cost	\$0.00
Total		\$54,000.00
Allocation		\$152,111.29
Remaining		\$98,111.29

Enter the quantity, cost, and description. Then, select *Create*.

Create Budget Detail Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

ET Session Timeout: 59:09 (Hide Time)

Indirect Cost	
Total Contributing to Indirect Cost	\$54,000.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$3,342.60

Budget Detail		Narrative Description
Object Code:	300 - Purchased Services	Contract with Solution Tree for yearlong PD on formative assessments
Activity Code:	55 - Prof. Development (Public)	
Location Code:		
Quantity:	1.00	
Cost:	\$40,000.00	
Budget Detail Total:	\$0.00	

Total for all other Budget Details: \$54,000.00

Total for all Budget Details: \$54,000.00

Allocation: \$152,111.29

Remaining: \$98,111.29

Create Cancel

This returns the application to the *Budget Detail* page. Verify the information that was entered. From this page, the district could also delete an entry, edit the entry (see blue highlight in image below), add another budget item (see pink highlight below) or return to the main budget page (see yellow highlight below).

Budget Detail

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Dec 19 2024 7:21AM.

[Return](#)

Indirect Cost		Filtering - 1 out of 7 Budget Details match selected filters Show All / Clear All			
		Activity Code	Object Code	Location Code	Narrative
Total Contributing to Indirect Cost	\$85,700.00	55 - Professional Deve...	All	All	No Options Selected
Indirect Cost Rate	0.00%				
Maximum Allowed for Indirect Cost	\$0.00				

[Download Budget Data](#)

[Add Budget Detail](#)

<< First < Previous 1 Next >> Items 1-1 out of 1

Delete	Edit	Budget Detail	Narrative Descrip
		<p>Activity Code: 55 - Professional Development (Public)</p> <p>Object Code: 300 - Purchased Services</p> <p>Location Code: [REDACTED]</p> <p>Quantity: 1.00</p> <p>Cost: \$48,000.00</p> <p>Line Item Total: \$48,000.00</p>	Contract with Solution Tree for yearlong professional development on formative assessments.

[Return](#)

The budget page will continue to update the totals as items are added. Continue budgeting until the remaining amount is zero.

Budget

Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

[Go To](#)

Indirect Cost	
Total Contributing to Indirect Cost	\$94,000.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$5,818.60

[Upload Budget Data](#) | [Download Budget Data](#)

Budget by Activity Code

Modify All	Object Code	Total
Modify	100 - Personnel Services-Salaries	\$94,000.00
Modify	200 - Personnel Services-Employee Benefits	\$0.00
Modify	300 - Purchased Services	\$40,000.00
Modify	400 - Supplies and Materials	\$0.00
Modify	500 - Capital Outlay	\$0.00
Modify	IDC - Indirect Cost	\$0.00
	Total	\$94,000.00
	Allocation	\$152,111.29
	Remaining	\$58,111.29

At the top of the page, use the navigation menu to go to the next page.

Budget

Public School District - FY 2

This is the eGrants TEST site. Please be sure to complete your

[Go To](#)

Current Page	
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Previous Page	
Sections	
Total C	\$94,000.00
History Log	
Allocations	6.19%
All Titles	
Maximum	\$5,818.60
Title I Part A	
Title I Part D, Subpart 2	
Title II Part A	
Title III EL	
Title III Part A, Immigrant	
Title IV, Part A	
ESEA Consolidated Checklist	

The *Budget Overview* page shows the amounts budgeted by activity code across the left side of the page and by object codes across the top of the table.

Budget Overview

Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

ET Session Timeout: 59:51 (Hide Timer)

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

Go To ▶

Indirect Cost

Total Contributing to Indirect Cost	\$94,000.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	\$5,818.60

Filter by Location: [All - \$94,000.00]

Show Unbudgeted Categories

Object Code	100 - Personnel Services-Salaries	300 - Purchased Services	Total
Activity Code			
55 - Prof. Development (Public)	54,000.00	40,000.00	94,000.00
Total	54,000.00	40,000.00	94,000.00
		Allocation	152,111.29
		Remaining	58,111.29

Once all budget items have been entered, verify that the remaining allocation amount is zero.

Title I, Part A

Title I, Part A Overview

Page provides a purpose statement, program manager and contact information, and several non-regulatory guidance uploads.

Title I Program Information

#1 provides default selections so please provide commentary in the dialogue box after each selection. Entries for #2 through #7 are required.

Schoolwide Program Information

LEAs with approved Schoolwide programs are required to complete #1, #2, and #3.

Consolidated Schoolwide Planning

LEAs that exercise Schoolwide funding consolidation are required to select participating programs.

Title I-A Allowable Activities

Select activities desired for the 2024-2025 school year and provide commentary. Selection and commentary for *Homeless* students and *Neglected and delinquent* students in #7 are required.

Staff

Page prompts number of FTE staff for Targeted Assistance and Schoolwide programs.

Student Participation

Enter the number of students served per topics listed with instructional services and support services from Targeted Assistance programs.

School Improvement

Selections and commentary are required for LEAs with schools identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Targeting Pages: Helpful Information

Page provides guidance and definitions for qualifying and ranking schools, selecting program types, allocating funds among schools, and determining eligibility. There are additional eligibility options offered in this application: (1) grandfathered, (2) waiver, and (3) prioritized high school.

Private/Home School Participation

Page allows entries for private school and homeschool students receiving Title IA equitable services. Line 2 requires user entry otherwise the remaining lines will autofill. Lines 7a and 7b will autofill from budget entries in the Budget page for activity #37 and activity #56, respectively. Total amount budgeted for equitable share will autocalculate in Line 7c.

District-Wide Reservations

This page resembles Targeting Step #4 in GMS. Provide consistent allocations amounts as directed. Equitable share, parent and family engagement, administration, indirect cost, homeless children, and neglected & delinquent children entries will autofill entries from the Budget page.

Title I Eligibility - Targeting Selections

Page tracks participation (or not) in the National School Lunch Program and allows selection to determine ranking. Last selection in Step #1 prompts users to enter schools that do not participate in the National School Lunch Program.

Title I Eligibility - Targeting - 100% Rule or 125% Rule

At the upper left of this page, the title will be either "Title I Eligibility - Targeting - 100% Rule" or 'Title I Eligibility - Targeting - 125% Rule'. If the user selects a service for a school with less than 35% low-income, the title will display the '125% Rule'. This designation determines the minimum per-pupil amount that must be allocated for all Title-I-served schools, except for the last-served school.

If all served schools display 35% or greater low-income, the total allocation available for schools is divided by the total number of low-income served students to calculate the average per-pupil minimum amount (district-wide average) which appears in the upper right corner of this page. However, if a district is serving at least one school with less than 35% low income, the minimum per-pupil amount for all schools except the last school increases to 125% of the districtwide average.

Budget

Budget accordingly to fulfill the educational goals outlined for the upcoming school year. LEAs are encouraged to budget activities matching the entries from the Allowable Activities page. Activity codes #35 and #43 are required. A minimum of 1% of the final approved budget is required for activity #49 if the final approved budget equals or exceeds \$500,000.00. Activity codes #37 and/or #56 are required if equitable share was calculated in the Private/Home School Participation Page. Maximum amount for indirect cost will autocalculate on the top of the page; budget activity code IDC, if desired, not to exceed the maximum amount.

Title I, Part D, Subpart 2

Allowable Activities

#1, select all activities that the district will fund through its dropout prevention program along with the programs, services, or activities that will be funded in eligible facilities within the district's boundaries.

#2, select the populations to be served (grade levels).

#3, describe the tool(s) the district will use to measure program success.

#4, describe the components of the district's transition plan for students returning from out of district placement.

Program Details

#1 through #8, provide a detailed description in response to each question that adequately describes how the district will provide services, programming, coordination, activities, etc. in the district's dropout prevention program and in all eligible facilities within the district's boundaries.

#9a, describe how the district will monitor facilities to ensure that they are utilizing funds to provide services that align with the formal agreement and/or MOU the district has established with them.

#9b, describe the district's plan to evaluate the impact of services/activities provided to eligible children and youth in the facility. An explanation of the process, timeline, data that will be collected and analyzed, stakeholders involved/consulted, and how the findings will be used to modify programming for the next year to ensure student access.

Staff

Provide detail on the staffing FTE you will fund utilizing Title I-D, Subpart 2 grant funds. This is determined based on a 40 hour work week, e.g. an employee who works 20 hours per week in a position under a particular grant would be considered a .50 FTE. ($20/40=.50$)

Budget

Complete the budget page appropriately to align with the activities selected to fund under this grant.

IMPORTANT Be sure to budget funds in either the dropout prevention activity code or the at-risk program for students activity code and provide a brief description of the programs and services that will be provided to students returning from a facility and those identified as eligible for at-risk services as a dropout prevention program is required.

IMPORTANT The district must also include in the appropriate activity code a description of the programs, services, or activities that will be funded to support students in the eligible facilities within the district's boundaries.

Required Documents

A current formal agreement between the district and each facility must be uploaded. Formal agreements should contain at minimum the statutory requirements that a facility is responsible for when receiving funded services, programming, or activities under Title I-D, Subpart 2. The

district should also provide documentation of services that will be provided in the facility. This could be in the form of a Word document that describes the services agreed to in each facility if it is not already identified in the formal agreement, but should be something that the facility agrees to provide. There is a [sample template](#) that may be utilized, available in the district Required Documents folder:

Required Documents	
Public School District - FY 2025 - ESEA Consolidated - Rev 1 - Title I Part D Subpart 2	
Go To ▶	
Type	Optional Documents
Document Template	
Title I, Part D Formal Agreements	Sample Formal Agreement

IMPORTANT The district must have a formal agreement for all eligible facilities located within the district's boundaries. Each agreement must identify how the facility will meet the responsibilities of statutory requirements as identified in ESSA, Section 1425. The agreement must be reviewed and signed annually.

Title II, Part A

Ensure that the *Application Status* is *Application Started*.

Sections

- ESEA Consolidated - Rev 0

Application Status: **Application Started**

Change Status To: [Application Submitted](#)

[View WDE History Log](#)

[View Change Log](#)

Scroll down to the Title II Part A application and select *Program Details*. This guide will go in the order listed in the Title II-A application as shown in the screenshot below. However, the district may elect to complete the application in a different order such as working on the budget first.

Title II Part A

[Program Details](#)

[Private/Home School Participation](#)

[Budget](#)

[Budget Overview](#)

[Budget Overview Plus/Minus](#)

[Related Documents](#)

[Grant Award Notice](#)

WDE eGMS
Educational Grants Management System

Program Details

Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

MB

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Title II Part A

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Program Detail

Begin by answering the *Program Detail* questions #1-5:

14

Program Narratives

* 1. Please provide a description of the activities to be carried out by the district with funds provided by this grant.

Words: 0 Characters: 0

* 2. Please explain how these activities will be aligned with challenging State academic standards.

Words: 0 Characters: 0

* 3. Please provide a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders.

There is ample space to provide information.

Class Size Reduction

Next, complete the *Class Size Reduction* questions if the district is utilizing Title II-A funds for class-size reduction. To do this:

1. Select *Check* here if the district is using Title II, Part A funds for class-size reduction. Respond to the narrative prompt.
2. Check the box indicating that the class-size reduction teachers meet the definition of an “effective” teacher.
3. Select the answer to the question regarding evidence to show the district is supplementing not supplanting from the dropdown menu.

Class-Size Reduction

☒ Check here if you are using Title II, Part A funds for class-size reduction.

* Please cite the evidence supporting the decision to reduce class-size and provide evidence of the impact of the smaller class size on student achievement.

☐ The recipient hereby assures that any class-size reduction teachers paid out of Title II-A are rated “Effective” based on the district’s evaluation system are not first-year teachers.

* Do you have enrollment data showing that class-size reduction is not supplanting use of state or local funds?

Select...
 Yes
 No

Development

Professional Development

Select “no” or “yes” to the question “Are funds to be used for professional development activities?” If “yes” is selected, additional questions will populate in the application. Please answer those questions concerning professional development requirements from Title II-A. If “no” is selected, move on to the *Meaningful Consultation* section.

Professional Development

*** Are funds to be used for professional development activities?**

☐ No

☒ Yes

* 1) Please describe how these professional development activities will impact student achievement.

Check Spelling
0 of 3000 characters

* 2) Please describe how these professional development activities are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Check Spelling
0 of 3000 characters

* 3) Please describe how these professional development activities will be regularly evaluated for their impact and the evaluations used to improve the quality of the activities.

Check Spelling
0 of 3000 characters

Meaningful Consultation

Consultation is a requirement of this grant. Answer the two questions about the consultation the district had with the parties listed.

IMPORTANT The district must ensure that Title II-A is included on the agenda if it is discussed at a meeting. This includes the Consolidated Grant Planning Meeting or the Title I grant planning meeting. It is an efficient and effective practice to discuss multiple grants during these meeting times with constituents, but documentation is required in the form of an agenda or meeting minutes. The district should require and retain sign-in sheets with the role of the participant (teacher, parent, community member, etc) to verify participation in these grant consultation meetings. This will be requested during monitoring.

Meaningful Consultation

Meaningful Consultation ESEA §2102(b)(3) - In developing the application described above, describe how the district performed the required meaningful consultation with:

- teachers, principals, other school leaders,
- paraprofessionals (including organizations representing such individuals),
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- parents,
- community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this grant.

* 1) Describe how the LEA meets the requirements of ESEA §2102(b)(3) to meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise on how to best improve the LEA's activities to meet the purposes of Title II, Part A.

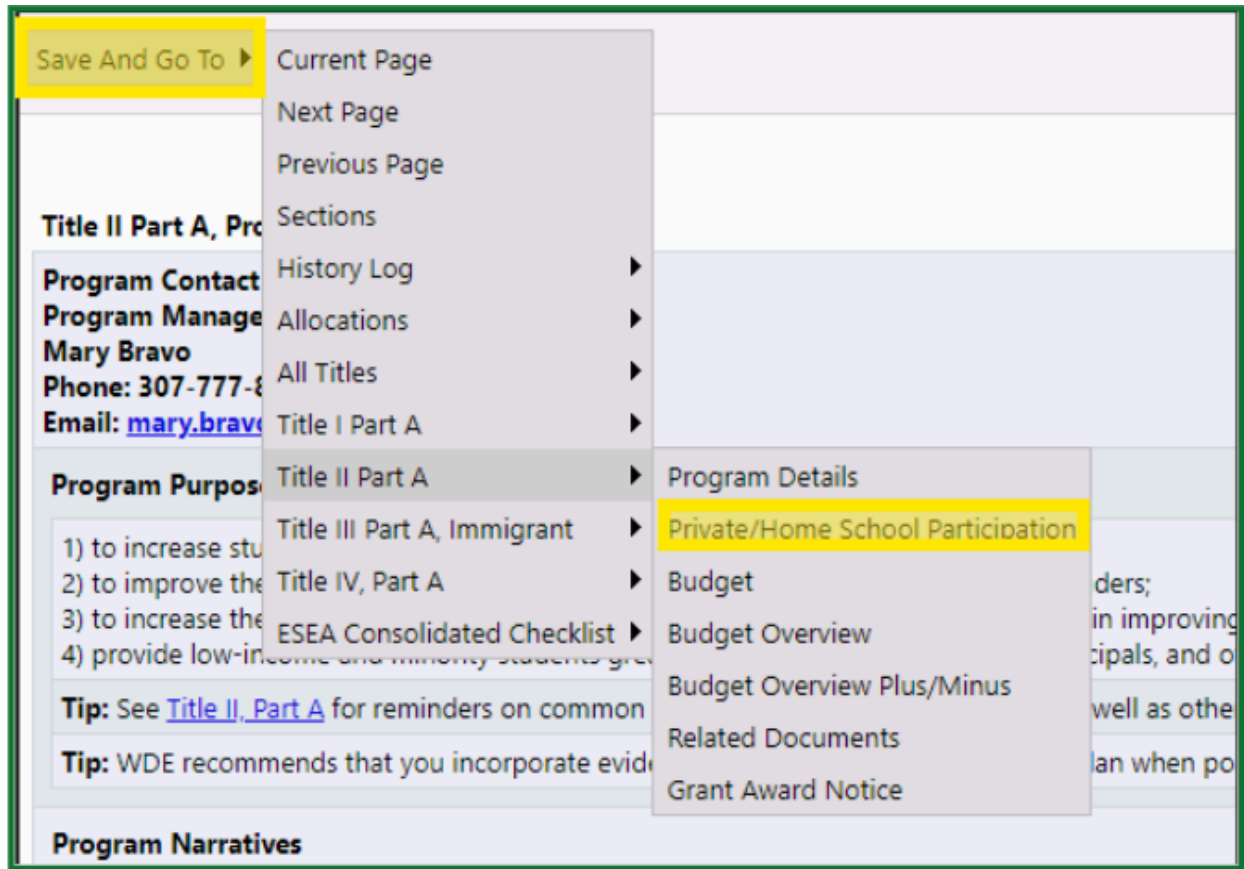
NOTE: This consultation may occur as a documented part of the district's consolidated grant planning meeting, but must also include a plan for ongoing consultation to continually update and improve activities supported under this grant.

Check Spelling
0 of 3000 characters

* 2) Describe how the LEA's activities are coordinated with other related strategies, programs, and activities being conducted in the community.

Check Spelling
0 of 3000 characters

Upon completion of these questions, use the menu button *Save and Go To* on the top of the page to open the *Private/Home School Participation* page.



Private/Home School Participation

Most of this page will auto-populate. However, the district must enter the participating private school enrollment and public school enrollment values on lines #4 and #5.

IMPORTANT These numbers will change once Administrative Costs and Indirect Costs are budgeted. Therefore, it is important that this page is reviewed again **after** those values are entered into the budget to ensure the district is using the correct amount for its equitable share budget calculation.

Upon entering the enrollment values, use the menu button on the top of the page to save and go to the next page. This will open the *Budget* page.

WDE eGMS
Educational Grants Management System

- GMS Home
- Administer
- Search
- Reports
- Index
- Reader Review
- Monitoring
- Application Supplement
- Funding
- Request
- Project Overview
- EA Document Library
- Address Book
- WDE Resources
- Help for Current Page

Private/Home School Participation

Public School District - FY 2025 - ESEA Consolidated - Rev 0 - Title II Part A

This is the eGrants TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Jun 5 2024 10:38AM.

Save And Go To

- Current Page
- Next Page
- Previous Page
- Sections
- History Log
- Allocations
- All Titles
- Title I Part A
- Title I Part D, Subpart 2
- Title II Part A
- Title III EL
- Title III Part A, Immigrant
- Title IV, Part A
- ESEA Consolidated Checklist

1.		Allocation for this grant (populated from the Allocations page):	29
2a.		Indirect Cost Budgeted for this Grant (populated from the Budget Details page):	00
2b.		Administration Cost Budgeted for this Grant (populated from the Budget Details page):	00
3.		Remaining funds (Line 1 minus Lines 2a and 2b):	29
4.		If the Allocation, Administration Costs, or Indirect Costs change, you may need to adjust budgeting for Equitable Share.	
5.		<input type="checkbox"/> Enter the Enrollment for Participating Private/Nonpublic Schools (from District's Private/Nonpublic Participation)	
		<input type="checkbox"/> Enter the Public District Enrollment.	
6.		Sum of Public District and Private/Nonpublic Enrollments (Line 4 plus Line 5):	0

Follow instructions for completing the Budget which are provided in the [Budget](#) section on page 4 of this Guidebook, then return to the Private/Home School Participation page and compare the total for equitable services to the budget to ensure that the correct amount was included in the budget for equitable services.

Title III, Part A, English Learner (EL)

Program Details

Select the language instruction educational program to be delivered from the list of language programs.

Required: #1, #2, and #3. Provide a detailed description on how the district will complete the required activities.

Questions #4 through #11 are optional and a narrative box will open if the activity is selected. Provide a detailed description on how the district will complete each of the optional activities that will be provided utilizing Title III funds.

Title III Private/Home School Participation

Complete the table for enrollment of EL students participating in private/non public schools

Services Provided for Equitable Share

Provide a narrative response to question #1 that describes services the district will provide to students in participating private schools.

Select all that apply from the list on how the district will assess the impact of services provided to private school students.

Staff

Provide detail on the staffing FTE you will fund utilizing Title III-EL grant funds. This is determined based on a 40 hour work week, e.g. an employee who works 20 hours per week in a position under a particular grant would be considered a .50 FTE. ($20/40=.50$)

Budget

Complete the budget page appropriately to align with the activities selected to fund under this grant.

IMPORTANT The district MUST ensure that they are budgeting programs, services, or activities in the three required activities identified under ESSA, Section 3115.

Funds to be used to:

- *Increase the ELP of ELS by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing ELP and student academic achievement. (This should be supplemental to the LIEP you are required by federal law to provide as part of your core EL programming.)*
- *Provide effective professional development to classroom teachers including teachers in classroom settings that are not the settings of LIEP), principals, and other school leaders, administrators, and other school or community-based organizational personnel that are of sufficient intensity and duration. May not be a one day conference or short term workshop. Must be effective in increasing*

children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers.

- *Provide and implement other effective activities and strategies that enhance or supplement LIEPs for ELs, which shall include parent, family, and community engagement activities.*

End of Year Narratives

#1 through # 5, respond to narrative questions regarding services provided in the previous grant year.

#6 through #10, provide data on EL students who have exited as an active EL, are making progress towards English language proficiency, and are long term students (5 years after initial classification) who have not exited the program.

#11, provide a detailed description of the process the district has in place for monitoring students in years one and two along with an evaluation of the monitoring process.

End of Year Data

Enter data in monitoring tables for years one and two and accountability tables for years three and four. Data entered should be from the WY-TOPP assessment for grades 3-10 that results were last received. *(For the 24-25 grant application, data should be results received from the 22-23 school year).*

End of Year: Professional Development

#1, activities related to teaching and learning of EL students *(select all that apply)*.

#2, provide participant information in professional development for each of the positions listed.

Title III, Part A, Immigrant

Program Details

Select a minimum of one activity. Once selected, a narrative box will open. Provide a detailed description of how the district will complete activity(s) using Title III-Immigrant funds.

Title III-Immigrant Funded Activities

Check the box next to each activity that you will pay for with Title III - Immigrant funds. Note: These are allowable activities. It is required that you use Title III - Immigrant funds for at least one of these activities of your choice. You may choose more than one, but at least one must be selected. You must use Title III - Immigrant funds for at least one of these activities. You may choose more than one, but at least one must be selected.

(Please describe how funds will be utilized for the selected Immigrant funded activity(s)).

* This grant must be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

☐ A. Family Literacy and Parent Outreach

☐ B. Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained to provide services to immigrant children and youth

☐ C. Provisions of tutorials, mentoring or academic and career counseling

☐ D. Identification, development, and acquisition of curricular materials, education software, and technologies to be used in the program carries out with awarded funds

☐ E. Basic instructional services that are directly attributable to the presence of immigrant children and youth in the educational agency involved, including the payment of costs of providing additional classroom supplies, or such other costs as are directly attributable to such additional basic instructional services

☐ F. Other instruction services that are designed to assist immigrant children and youth

☐ G. Activities coordinated with community-based organizations, institutions of higher education, or private sector entities to assist parents of immigrant children and youth

The next two questions are required.

* H. What methods and procedures with the school district use to measure the effectiveness this Title III Immigrant funded activity(s) have had on student achievement?

A narrative box will open for the district to provide a description on how the district will measure the effectiveness of the grant funded activities on student achievement.

Background Information

Required: #1. Provide data on the number of immigrant students you expect to serve during the year.

If the number is different from what was reported in the previous year's October WDE684, you must provide an explanation.

Required: #2. Select yes or no on whether the Title III-Immigrant grant was received in the previous year.

Background Information

10 * 1. How many Immigrant students do you expect to serve this year?

If this number differs from what you reported in the previous year, provide an explanation.

* 2. Did you receive an Immigrant subgrant in the previous year?

☒ Yes ☐ No

Staff

Provide detail on the staffing FTE you will fund utilizing Title III-Immigrant grant funds. This is determined based on a 40 hour work week, e.g. an employee who works 20 hours per week in a position under a particular grant would be considered a .50 FTE. (20/40=.50)

Budget

Complete the budget page appropriately to align with the activities selected to fund under this grant.

End of Year Reporting

If you received a Title III-Immigrant grant in the previous year, provide a detailed description for each question.

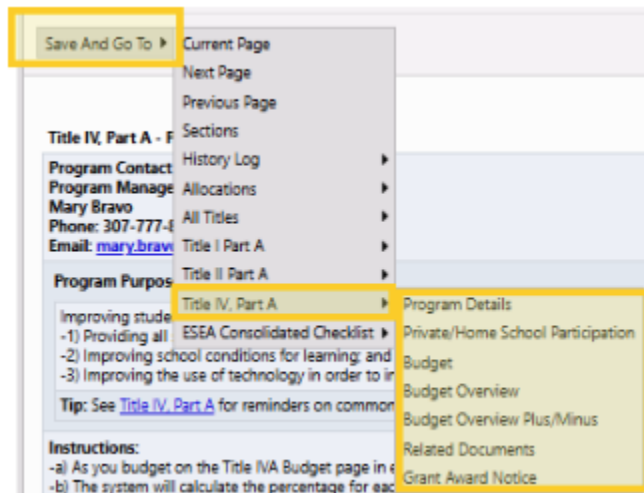
Information on this page should describe activities concluded during 2023-2024 (the school year prior to the school year for this grant application).

* What programs and activities paid for with Title III - Immigrant funds have been implemented successfully and have resulted in the improvement of instruction for Immigrant students?

* What measures does the subgrantee have in place to evaluate the effectiveness of Title III - Immigrant funded activities?

Title IV, Part A

Note: The screenshots below are from the test site. Please make sure you are working from the production website at the address above when completing the application.



Program Details

Question 1: Describe the ongoing consultation process with stakeholders. Provide dates of the meetings that were held. Although they do not need to be uploaded to this application, the district must maintain sign-in sheets, agendas, and meeting minutes that provide evidence of consultation on Title IV-A specifically. If the Title IV-A stakeholder meeting is held in conjunction with other grant planning meetings, please ensure that Title IV-A is specifically referenced on the agenda.

Question 2: Districts with an allocation of \$30,000 or above must complete a comprehensive needs assessment every three years. Enter the date of the last needs assessment that was conducted (if applicable) and a brief summary of the identified needs that will be addressed with Title IV-A funds.

Question 3: Begin by selecting the Well-Rounded allowable uses that the district will be funding with this grant. This information should be based on the aforementioned needs assessment.

Remember, districts with an allocation at or above \$30,000 must spend a minimum of 20% of their allocation in this content area.

*** 3. Allowable Uses**
Identify the activities to be supported with Title IV funds. If the LEA receives \$30,000 or more in Title IV funding, all three areas must be supported. If the LEA receives less than \$30,000, at least one focus area must be supported. Please select the allowable use categories the district will be addressing with these funds.

Well-Rounded Education Allowable Uses

<input type="checkbox"/>	Advanced Placement/International Baccalaureate Exams
<input type="checkbox"/>	Concurrent/Dual Enrollment Courses
<input type="checkbox"/>	Career and technical education
<input type="checkbox"/>	American History, Economics, Geography, Civics, and Government
<input type="checkbox"/>	College and Career Guidance and Counseling
<input type="checkbox"/>	Foreign Languages
<input type="checkbox"/>	Voluntary/Community Involvement
<input checked="" type="checkbox"/>	Social/Emotional Learning
<input type="checkbox"/>	Science, Technology, Engineering, Mathematics (STEM)
<input type="checkbox"/>	Visual and Performing Arts
<input type="checkbox"/>	Environmental Education
<input checked="" type="checkbox"/>	Other Student Success and Engagement Programs/Activities

3 a-3) If the district is using funds for Well-Rounded activities, check the box under the list of allowable uses to indicate that and then answer questions “a-e”.

Box “a” - provide a description of how the use of funds relates to the identified needs and prioritized schools.

Box “b” - for each activity, provide a brief description of what the activity is.

Box “c” - for each activity, provide the intended outcomes and objectives.

Box “d” - for each activity, describe how the effectiveness of this activity will be measured.

Box “e” - Briefly describe any partnerships with outside organizations.

Please add additional rows and include only one activity per row in boxes “b-d”.

3 a-3) If the district is selecting one or more activities from the “Well-Rounded Education” list above, please check this box and respond to the following.

a) Describe how the proposed use of funds relates to your district needs assessment or the district needs assessment.

Our Winklers are also going to purchase several e-book texts to supplement student research resources in social studies, science, history, government, and geography. Our Winklers are helping to create access to physical books for our diverse and at-risk student populations in the MS, year 2 and alternative high school (year 1). Libraries will work the checking out of these books.

In an effort to become well-read in content and project-based learning, the district Winklers would like to attend the What's New in Children's Literature and What's New in Young Adult Literature conferences hosted by the Texas of Education and Research. This

b) Describe the activity to be budgeted in support of this focus area. (Add more rows as needed.)	c) Describe the program objectives and intended outcomes for this activity.	d) Describe how the effectiveness of the activity will be assessed.
<p>1. Measure online program success for all students in the district.</p> <p>Masterfile</p> <p>Search OneDrive</p> <p>Web browser</p>	<p>1. Masterfile</p> <p>Our goal is to provide an enriching opportunity for UNHS students to read and learn to digital books and models to help prepare them with the ability to access technology effectively. In addition, students will develop an increased aptitude in the use of technology as a tool to support their library grade and assignments.</p>	<p>1. Masterfile</p> <p>The success of this project will be measured by an access and usage report generated through Masterfile as well as through internal discussions with teachers, staff members and students. A significant part of the evaluation process will be to carefully monitor the digital content volume that a student is exposed to through Masterfile.</p>
<p>2. Determine to build the library at South Creek High School</p>	<p>1. Our overall goal is to provide access to literature to a population of students at UNHS. In addition, we plan to periodically consider a number of students who could train and/or manage the collection.</p>	<p>1. The proposed library project would be in a state of constant monitoring and evaluation by the volunteer library bridge instructor (Carter, Charles Robinson, Mark VanRykel) and the K-12 district librarian. Adjustments will be made for additional shelving and multiple copies of high interest titles based on the identified needs of the students at UNHS.</p>
<p>3. Make space materials for all district libraries</p>	<p>1. The goal of the Make space education program is to encourage students to use the platform they have to become inventors, business, citizens, and creators. Make space units of instruction allow students to learn new skills through trial and error, exploration, creativity and problem solving. An additional outcome of a well-represented and implemented Make space program is that students become exposed to a variety of content areas and they develop an interest and an attitude to those two areas of study. Students</p>	<p>1. The effectiveness of the Make space program and its positive impact on students will be based on a 4-part rubric:</p> <ol style="list-style-type: none"> 1. Process: Student engagement, use of time, collaboration with group, ability to problem solve 2. Understanding: Informal or written presentation of their project to Make station, students explain their choice of materials and
<p>4. Concurrent enrollment, Dual enrollment & ACT program (APU, UNV, WWC, Edgenuity)</p>	<p>1. The goal was to have students participate in rigorous curriculum at high levels that prepares students for success at the next level.</p> <p>By having students participate in a dual enrollment course, our students could be more competitive in the marketplace. This is an area where we have needed to improve with the State and would like to help our students to be successful at the next level.</p>	<p>1. We will evaluate success weekly as students who take college courses meet with advisors to track progress.</p> <p>We would evaluate dual enrollment by the number of students who took advantage of the offer and we would track the data from previous years on how students have performed on the ACT.</p>

Add Row

e) Describe any partnerships with outside organizations.

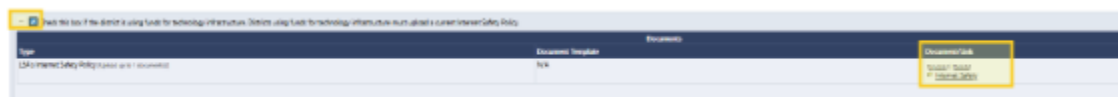
USU, BYU, WWC, Edgenuity for concurrent/dual enrollment

Repeat these steps outlined above for the Safe and Healthy Students and the Effective Use of Technology uses of funds.

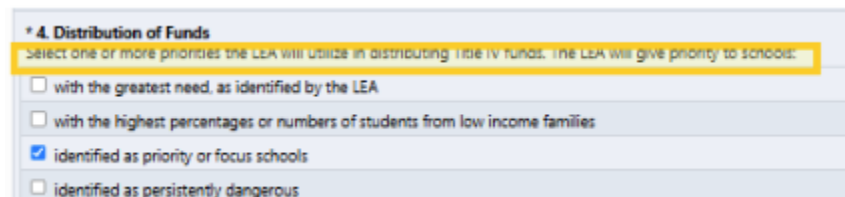
Remember, if the district's allocation is \$30,000 or more, at least 20% of the total allocation must be spent in the Safe and Healthy Students content area.

If the district's allocation is \$30,000 or more a portion of the total allocation must be spent in the Effective Use of Technology content area.

If the district is using funds for Technology Infrastructure, please check the box below the Effective Use of Technology questions and upload a copy of the district's current Internet Safety Policy. This is different from the Acceptable Use policies for staff and students and must describe the actions the district is taking to protect students while online and should comply with the Children's Internet Protection Act.



Question 4: In accordance with federal law, Title IV-A funds must be prioritized for schools with the greatest needs. Please select how the district is prioritizing funds. In the 2025-2026 application and beyond, additional information will be required to describe this determination.



Private/Home School Participation

Private/Home School Participation section of the grant and the budget. Most of this page will auto-populate. However, the district must enter the participating private school enrollment and public school enrollment values on lines #4 and #5.

IMPORTANT These numbers will change once Administrative Costs and Indirect Costs are budgeted. Therefore, it is important that this page is reviewed again after those values are entered into the budget to ensure the district is using the correct amount for its equitable share budget calculation.

Equitable shares should be budgeted in the correct Title IV-A content area (Well-Rounded, Safe & Healthy Students, or Effective Use of Technology) using the applicable activity code for professional development nonpublic (174-56 WR, 176-56 S&H, and/or 177-56 EUT). For equitable services other than professional development, please utilize the activity codes for equitable services (174-179 WR, 176-179 S&H, and/or 177-179 EUT).

Upon entering the enrollment values, use the menu button on the top of the page to save and go to the next page. This will open the *Budget* page.

Budget

Follow the instructions for completing the Budget which are provided in the [Budget](#) section on page 4 of this Guidebook, then return to the Private/Home School Participation page and compare the total for equitable services found in line 8 to the budget to ensure that the correct amount was included in the budget for equitable services.

Review Equitable Services after completing the budget

Review the amounts of the equitable service on the Private/Home School page to ensure the required amount was budgeted. Please ensure that line “9c” matches line “8.”

Title IV Part A Private/Home School Participation			
1.	\$	614,675.97	Allocation for this grant (populated from the Allocations page):
2a.	\$	28,126.23	Indirect Cost Budgeted for this Grant (populated from the Budget Details page):
2b.	\$	0.00	Administration Cost Budgeted for this Grant (populated from the Budget Details page):
3.	\$	586,549.74	Remaining funds (Line 1 minus Lines 2a and 2b): If the Allocation, Administration Costs, or Indirect Costs change, you may need to adjust budgeting for Equitable Share.
4.	=	267	Enter the Enrollment for Participating Private/Nonpublic Schools (from District's Private/Nonpublic Participation List).
5.	=	12,381	Enter the Public District Enrollment.
6.		12,648	Sum of Public District and Private/Nonpublic Enrollments (Line 4 plus Line 5):
7.		46.37	Per Pupil Amount (PPA) (Line 3 / Line 6):
★ 8.	\$	12,380.79	Equitable Share (Line 7 X Line 4): The District must budget this exact amount for Equitable Share using Activity Codes 56 and 179.
9a.	\$	0.00	The amount budgeted for Equitable Share (as indicated by budget entries in Activity Codes 174-56 WR, 176-56 S&H, 177-56 EUT):
9b.	\$	12,380.79	The amount budgeted for Equitable Share (as indicated by budget entries in Activity Codes 174-179 WR, 176-179 S&H, 177-179 EUT):
★ 9c.	\$	12,380.79	This total amount the District has budgeted for Equitable Share (Line 9a plus 9b):

Review Program Details for Title IV-A Spending Compliance

After reviewing the Equitable Services page, the district will review the table at the bottom of the Program Detail page to ensure the spending requirements within Title IV-A are met. Make adjustments to the budget if the percentages in column “b” are not in compliance with Title IV-A spending requirements.

Note: The values in column “a” are imported directly from the district's Title IV-A budget.

Title IVA Budgeting Requirements Overview				
Your Title IV Allocation is:		\$ 66,110.19	Spending Requirements if district's TIVA grant (post-flexing) is:	
Funds budgeted for AFUA (as indicated by budget entries in Activity Codes 174-180 WR AFUA, 176-180 S&H AFUA, and 177-180 EUT AFUA).		\$ 0.00		
		\$		
Title IVA Spending Category	a. Amount Budgeted (From the Budget page)	b. % of Title IV Allocation Budgeted	Districts <\$30,000	Districts ≥ \$30,000
1. Grant Administration (2% cap)	\$ 0.00	0.00 %	not > 2% of Title IV Allocation	not > 2% of Title IV Allocation
2. Access to Well-Rounded Education (as indicated by budget entries in Activity Code 174 and all codes beginning with 174):	\$ 13,222.05	20.00 %	Either 2, 3, or 4	at least 20% of Title IV Allocation
3. Safe and Healthy Schools (as indicated by budget entries in Activity Code 176 and all codes beginning with 176):	\$ 52,227.04	79.00 %	Either 2, 3, or 4	at least 20% of Title IV Allocation
4. Effective Use of Technology (as indicated by budget entries in Activity Code 177 and all codes beginning with 177):	\$ 661.10	1.00 %	Either 2, 3, or 4	> 0% of Title IV Allocation
4a. Effective Use of Technology: Infrastructure (as indicated by budget entries in Activity Code 178):	\$ 0.00	0.00 %	not > 15% of Line 4	not > 15% of Line 4
Indirect Cost (if applicable - as indicated by budget entries in Activity Code IDC):	\$ 0.00			
Total Budgeted	\$ 66,110.19			

Title V, Part B (RLIS)

Program Details

The RLIS program is unique in that it has no allowable activities of its own, rather it can be used by eligible school districts to pay for activities authorized under Titles I-IV of the ESEA, as well as parental involvement activities.

To begin, select a checkbox next to an ESEA program or Parent/Family Involvement Activities, and provide a description of how RLIS funds will be used as allowed under that program, and how they align with the district's needs assessment. The narrative will be reviewed by the appropriate program manager.

Budget

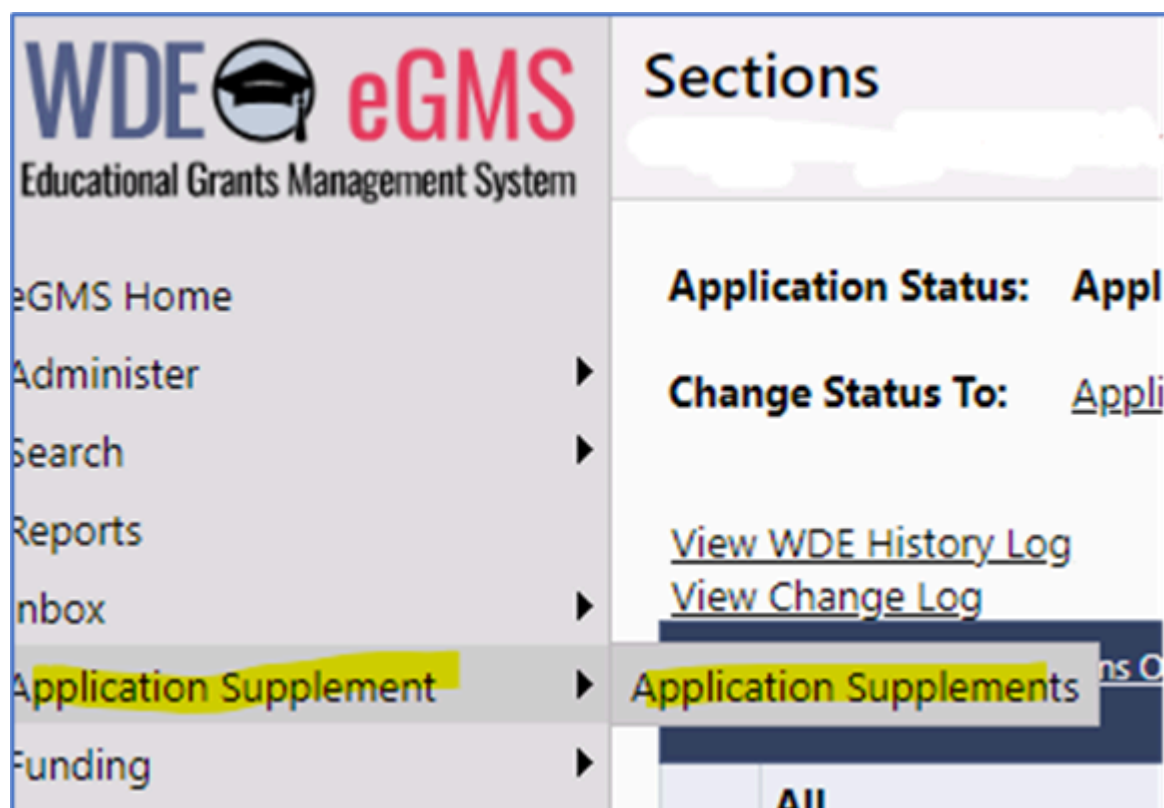
Complete the budget using program codes that are allowable under the selected grant.

Appendix

ESEA Assurances Application Supplement

The WDE will need the Assurances submitted by June 30 of the FY. This makes the application substantially approvable and allows any expenses after July 1 to be back-dated to that day while you work with the individual program managers to reach final approval by the final deadline of September 30 of the FY.

The assurances and SAM UEI upload are located in the Application Supplement area of the sidebar:



You follow the same procedure as the application, you have to click Change Status To: *Application Supplement Started* to begin editing:

Status:	Not Started
Change Status To:	<u>Application Supplement Started</u>
View Change Log	
Description (View Sections Only View All Pages)	

When done you change the status to *Application Supplement Completed* and then the superintendent or designee changes it to *LEA Superintendent/Authorized Representative Approved* to submit it to WDE for review.